

Exhibit 34

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In Re:

Fairfax County School Board

00:00:00

- - -

Audio Transcription of

Fairfax County School Board Meeting

00:00:04

December 7, 2020

00:00:09

Transcribed By: Maureen Cunningham Brzycki 00:00:13

MAGNA LEGAL SERVICES

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1	DR. ANDERSON: Ms. Mulburg? Can	00:00:22
2	anybody hear me?	00:00:45
3	FEMALE SPEAKER: Yes. We can	00:00:47
4	hear you.	00:00:47
5	DR. ANDERSON: (Inaudible).	
6	FEMALE SPEAKER: (Inaudible) on	00:00:51
7	their way.	00:00:52
8	DR. ANDERSON: While you get	00:00:53
9	Studio ready, I'll just do role call,	00:00:54
10	just to be sure that we have everybody	00:00:56
11	and mics are operational.	00:00:57
12	Ms. McLaughlin?	00:01:00
13	MS. MCLAUGHLIN: Here.	00:01:05
14	DR. ANDERSON: Ms. Meren?	00:01:06
15	MS. MEREN: Here.	00:01:10
16	DR. ANDERSON: Ms. Sizemore	00:01:10
17	Heizer.	00:01:13
18	MS. SIZEMORE HEIZER: I'm here.	00:01:15
19	DR. ANDERSON: Ms. Tholen?	00:01:17
20	MS. THOLEN: I'm here. Thank	00:01:19
21	you.	00:01:21
22	DR. ANDERSON: Ms. Derenak	00:01:21
23	Kaufax? Ms. Keys-Gamarra?	00:01:33
24	MS. KEYS-GAMARRA: I'm here.	00:01:38

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1	DR. ANDERSON: Ms. Corbett	00:01:38
2	Sanders?	00:01:42
3	Ms. McLaughlin, would you	00:01:45
4	mind turning off your microphone,	00:01:46
5	please?	00:01:50
6	MS. MCLAUGHLIN: My apologies.	00:01:51
7	DR. ANDERSON: Ms. Pekarsky?	00:01:52
8	MS. PEKARSKY: Good afternoon.	00:01:55
9	DR. ANDERSON: Ms. Omeish?	00:01:57
10	MS. OMEISH: Hello. Here.	00:01:59
11	DR. ANDERSON: Mr. Frisch?	00:02:01
12	MR. FRISCH: Present.	00:02:04
13	DR. ANDERSON: Ms. Derenak Kaufax	00:02:06
14	and Ms. Corbett Sanders are not with us	00:02:12
15	just yet.	00:02:16
16	MS. COHEN: Dr. Anderson, I	00:02:18
17	didn't hear you call Cohen. I'm sorry	00:02:19
18	if I missed it.	00:02:21
19	DR. ANDERSON: No, you did not.	00:02:23
20	I skipped your name. I apologize,	00:02:25
21	Ms. Cohen. Are you present? Are you	00:02:26
22	with us?	00:02:28
23	MS. COHEN: Well, those are two	00:02:30
24	different things. But yes, ma'am. I	00:02:31

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1	am here.	00:02:34
2	DR. ANDERSON: Okay.	00:02:35
3	So long as we have your	00:02:36
4	body. Your spirit maybe later on.	00:02:37
5	Okay. I think we're waiting	00:02:40
6	for two more that we do not have at	00:02:41
7	this time, but we're going to rock and	00:02:43
8	roll and move ahead if Studio is with	00:02:46
9	us. Can you confirm, Ms. Mulburg?	00:02:48
10	MS. MULBURG: Studio is with us.	00:02:52
11	DR. ANDERSON: Okay.	00:02:53
12	Studio is with us. We do	00:02:54
13	have to certify close and act upon an	00:02:57
14	action that took place in close.	00:03:01
15	Ms. Mulburg, can you	00:03:03
16	identify first on this, certification	00:03:05
17	of close or the action?	00:03:07
18	MS. MULBURG: Certification.	00:03:10
19	DR. ANDERSON: So we will start	00:03:12
20	there. Thank you.	00:03:13
21	In order complied with?	00:03:14
22	Section 2.2-3712D of the code of	00:03:16
23	Virginia, it is necessary for the board	00:03:19
24	to certify that since the Fairfax	00:03:21

1 County School Board convene a closed 00:03:23
2 meeting on December 7, 2020, to the 00:03:25
3 best of each member's knowledge, only 00:03:28
4 public business matters lawfully exempt 00:03:30
5 from open meeting requirements 00:03:32
6 (inaudible). And only such public 00:03:38
7 business matters as were identified in 00:03:39
8 the motion convening the closed meeting 00:03:42
9 were heard, discussed, or considered by 00:03:44
10 the board during the closed meeting. 00:03:46
11 That is being moved by Ms. Omeish and 00:03:49
12 seconded by -- seconded by Mr. Frisch. 00:03:51
13 All in favor? We have Ms. 00:03:56
14 Omeish, Mr. Frisch, Ms. McLaughlin, Ms. 00:03:59
15 Cohen, Ms. Sizemore Heizer, Ms. Meren, 00:04:02
16 Ms. Tholen, Ms. Derenak Kaufax -- Ms. 00:04:05
17 Derenak Kaufax, can you also test your 00:04:08
18 mic since I'm here with you? 00:04:10
19 MS. DERENAK KAUFAX: Good 00:04:12
20 afternoon. 00:04:13
21 DR. ANDERSON: Thank you. 00:04:14
22 Ms. Keys-Gamarra, and Ms. 00:04:15
23 Pekarsky and myself. And that would be 00:04:16
24 11. With Ms. Corbett Sanders away from 00:04:19

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1	the table. I see she's just joined.	00:04:22
2	Ms. Corbett Sanders, would you test	00:04:26
3	your mic, please?	00:04:27
4	MS. CORBETT SANDERS: I'm here.	00:04:29
5	DR. ANDERSON: And do we want --	00:04:30
6	would you like to be added to the vote	00:04:32
7	certifying closed?	00:04:34
8	MALE SPEAKER: You can add me to	00:04:36
9	your vote, positive.	00:04:37
10	DR. ANDERSON: Okay.	00:04:39
11	So -- that would be 12. Now	00:04:39
12	we will move to certify action that was	00:04:42
13	taken in -- in a closed meeting on	00:04:44
14	Friday, December 4th.	00:04:47
15	I will look for Mr. O --	00:04:49
16	Mr. Frisch for the motion.	00:04:51
17	MR. SMITH: Thank you, Madame	00:04:54
18	Chair. I move that the chairman of the	00:04:55
19	school board be authorized to execute	00:04:57
20	on behalf of the board the contract for	00:05:00
21	the chief operating officer as	00:05:02
22	discussed in closed meeting.	00:05:03
23	DR. ANDERSON: And this motion is	00:05:06
24	seconded by Ms. Omeish?	00:05:07

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1 MS. OMEISH: Yeah. 00:05:12

2 DR. ANDERSON: Thank you. 00:05:13

3 All in favor of the motion, 00:05:14

4 which is I move that the chairman of 00:05:17

5 the school board be authorized to 00:05:18

6 execute on behalf of the board chief 00:05:19

7 operating officer, as this was in the 00:05:22

8 closed meeting. 00:05:24

9 Please raise your hands at 00:05:25

10 this time. We have Mr. Frisch, we have 00:05:26

11 myself, we have Ms. Omeish, we have Ms. 00:05:29

12 Meren, we have Ms. Tholen, Ms. Sizemore 00:05:32

13 Heizer, Ms. Cohen, and that is seven. 00:05:34

14 All against? All opposing 00:05:48

15 the motion? Seeing none. All 00:05:49

16 abstaining? We have Ms. Keys-Gamarra, 00:05:51

17 Ms. McLaughlin, Ms. Derenak Kaufax, and 00:05:57

18 Ms. Corbett Sanders. 00:05:59

19 I did not record a vote for 00:06:01

20 Ms. Pekarsky. 00:06:03

21 MS. PEKARSKY: I'm sorry. I was 00:06:05

22 kicked out. You can put me -- sorry. 00:06:08

23 I'm the first -- first vote. Thank 00:06:09

24 you. 00:06:12

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1 DR. ANDERSON: Thank you. 00:06:13

2 So we have eight in favor of 00:06:14

3 the motion and four against the motion. 00:06:16

4 It will carry. 00:06:19

5 FEMALE SPEAKER: Four abstaining. 00:06:22

6 DR. ANDERSON: Oh, I'm sorry. 00:06:23

7 I'm so sorry. We have eight in favor 00:06:26

8 of the motion and four abstaining. 00:06:30

9 Zero against. I apologize. I will 00:06:33

10 make sure I say it once more for the 00:06:35

11 viewing public. We have eight in favor 00:06:38

12 of the motion and four abstentions. 00:06:40

13 Thank you so much everyone. I'm just 00:06:44

14 so accustomed to that one two. I made 00:06:46

15 an error there. 00:06:48

16 At this time it is 2:06. 00:06:49

17 We're going to turn over the meeting to 00:06:51

18 our managers, Mr. Frisch and Ms. Omeish 00:06:53

19 of the work session. 00:06:57

20 So Mr. Frisch and Ms. 00:06:59

21 Omeish, please take it away. I know 00:07:00

22 you have some things to set up for us. 00:07:01

23 MS. OMEISH: Thank you, 00:07:04

24 Dr. Anderson. 00:07:05

1	All right, folks. So just a	00:07:06
2	reminder, keeping our eye on time here,	00:07:09
3	given we were scheduled to start at	00:07:11
4	one, I would encourage everyone to plan	00:07:13
5	for that additional hour, so we will	00:07:15
6	likely be concluding, I hope at five.	00:07:17
7	It looks like closer to 5:15 given	00:07:20
8	where we are. We're going to be	00:07:22
9	presented with two plans today, as we	00:07:25
10	shared in our email, which action is	00:07:26
11	scheduled for on the 17th in our	00:07:29
12	regular public meeting, so the	00:07:31
13	objective today is really discussing	00:07:33
14	our thinking around the pros and cons	00:07:37
15	of the various plans, and sharing any	00:07:39
16	refinements we might have for the	00:07:42
17	overall process as well as commenting	00:07:44
18	on the engagement plan that will be	00:07:47
19	presented as a part of the today's	00:07:49
20	presentation, which was a follow-up to	00:07:50
21	one of the next steps that board	00:07:52
22	members presented before.	00:07:54
23	Today as we also shared in	00:07:56
24	our email to everybody, we're going to	00:07:57

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1 be starting off by doing one minute 00:08:00
2 opening comments by each member to 00:08:01
3 essentially answer the two part 00:08:04
4 question of where are your preliminary 00:08:05
5 thoughts coming into this preliminary 00:08:07
6 work session based on our prior work on 00:08:08
7 this topic already, and what are you 00:08:11
8 hoping to get out of today's 00:08:13
9 conversation? 00:08:15

10 So we'll go ahead and 00:08:15
11 proceed just one minute, and then we'll 00:08:16
12 move to staff and their presentation. 00:08:17

13 So with that, we'll start with Dr. 00:08:20
14 Anderson. 00:08:23

15 DR. ANDERSON: Okay. 00:08:24

16 Thank you very much, Ms. 00:08:25
17 Omeish. The two questions -- what am I 00:08:27
18 hoping to -- I'm so sorry. Can you 00:08:29
19 please repeat those two questions, I 00:08:32
20 might have -- 00:08:33

21 MS. OMEISH: No worries. No 00:08:33
22 worries. 00:08:34

23 What are your preliminary 00:08:34
24 thoughts coming into the work session 00:08:35

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1 and what are you hoping to get out of 00:08:37
2 today's conversation. 00:08:39

3 DR. ANDERSON: I'll be very quick 00:08:40
4 and then I would yield the rest of my 00:08:41
5 time to my colleagues. I really want 00:08:43
6 us to further the conversation we've 00:08:45
7 been having, which is how to increase 00:08:47
8 diversity to TJ, as we -- that's a 00:08:49
9 conversation we have been having. 00:08:53

10 What I'm hoping to get out 00:08:54
11 this meeting is just some information 00:08:55
12 for consideration before what makes us 00:08:57
13 vote on the 17th. 00:08:59

14 That's it for me. Thank 00:09:00
15 you, ma'am. 00:09:01

16 MS. OMEISH: Thank you. Ms. 00:09:03
17 Cohen. Okay. We'll come back to you. 00:09:15
18 You're welcome to pass too -- 00:09:16

19 MS. COHEN: I'm so sorry. 00:09:17

20 MS. OMEISH: Go ahead. Go. 00:09:18

21 MS. COHEN: I couldn't get my 00:09:19
22 video. I apologize. 00:09:21

23 No I, you know, am 00:09:24
24 interested to hear more about giving 00:09:26

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1	more opportunities to more kids in our	00:09:29
2	system to take advantage of all the	00:09:31
3	amazing things that TJ offers. I also	00:09:33
4	still am interested in hearing the case	00:09:37
5	be made between the two options that	00:09:40
6	are being presented. And also why some	00:09:42
7	things were excluded that I know	00:09:46
8	several board members, including	00:09:49
9	myself, have advocated for. So I'll be	00:09:50
10	looking for that.	00:09:52
11	MS. OMEISH: Great.	00:09:55
12	Ms. Corbett Sanders?	00:09:56
13	MS. CORBETT SANDERS: Can you	00:10:02
14	come back to me?	00:10:03
15	MS. OMEISH: Sure.	00:10:05
16	Ms. Derenak Kaufax?	00:10:20
17	All right. Ms. (Inaudible)	00:10:21
18	Kaufax.	00:10:23
19	MS. DERENAK KAUFAX: Sorry. The	00:10:23
20	video is very slow today for some	00:10:24
21	reason.	00:10:28
22	So, very quickly, yes, I am	00:10:28
23	anxious to see more opportunities for	00:10:33
24	more students. I will be asking	00:10:37

1 questions on teacher recommendations, 00:10:38
2 and how they can be made part of this 00:10:42
3 process. I want to talk more about -- 00:10:43
4 exploring how mathematical aptitude 00:10:48
5 will be evaluated. And also, I do not 00:10:51
6 think, as you know, at an earlier 00:10:55
7 meeting in November, I made statements 00:10:58
8 about all the things -- the pathways 00:11:01
9 that we needed to develop for TJ 00:11:04
10 strengthening access of all this 00:11:07
11 advanced education, and I believe 00:11:09
12 they're symptoms. I believe we 00:11:11
13 absolutely need an analysis of our math 00:11:13
14 and science curriculum offered in 00:11:15
15 elementary and middle school and how 00:11:17
16 this plays out in TJ. So those are my 00:11:19
17 comments for right now. 00:11:24
18 MS. OMEISH: Thank you. 00:11:27
19 Mr. Frisch? 00:11:28
20 MR. SMITH: Ditto, Ms. Derenak 00:11:36
21 Kaufax. The video is moving really 00:11:37
22 slow today. 00:11:39
23 Like my colleagues, I am 00:11:41
24 interested in hearing more about and 00:11:42

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1 asking questions about the new options 00:11:45
2 being presented to the board, which 00:11:48
3 we've had, you know, I had some 00:11:50
4 discussions with staff about. And 00:11:52
5 also, you know, the thinking that went 00:11:55
6 into one criteria verses another. And 00:11:59
7 because we've not done this before, 00:12:02
8 there's very limited ability to kind of 00:12:05
9 predict what the outcome will be, so I 00:12:07
10 have some questions about thinking 00:12:08
11 through that as well, in comparison to 00:12:11
12 the current proposal and previous 00:12:14
13 proposals to which we had some modeling 00:12:16
14 around, so I look forward to the 00:12:18
15 conversation. Thank you. 00:12:19
16 MS. OMEISH: Ms. Keys-Gamarra? 00:12:22
17 MS. KEYS-GAMARRA: It'd be nice 00:12:29
18 to have a heads up that we were doing 00:12:29
19 it this way, but okay. I'll roll with 00:12:31
20 it, Mrs. Omeish. 00:12:34
21 MS. OMEISH: It was in the email. 00:12:37
22 But go ahead. 00:12:38
23 MS. KEYS-GAMARRA: We get lots of 00:12:40
24 e-mails. So I will say I'm looking 00:12:42

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1	forward to having this discussion	00:12:44
2	because for some time, I've been trying	00:12:46
3	to figure out where the common ground	00:12:48
4	is for all of us. I did circulate some	00:12:50
5	language earlier. I want my board	00:12:53
6	members to know that I'm working on	00:12:55
7	some revisions. Some of that language	00:12:58
8	actually came are from the Loudon	00:13:00
9	County decision and that perhaps may	00:13:02
10	not be the best way to go. And so some	00:13:05
11	of that will be edited out, but I'm	00:13:07
12	hoping we can coalize around some	00:13:09
13	common goals to send our community a	00:13:13
14	clear message where this board is	00:13:16
15	looking for guidance, or how we are	00:13:18
16	providing guidance to our	00:13:20
17	superintendent. I also think it's	00:13:22
18	extremely important that we leave the	00:13:24
19	door open for our oncoming new	00:13:26
20	equity -- chief of equity hiree that	00:13:30
21	will be coming on in January. It is my	00:13:33
22	presumption that she has expertise, and	00:13:38
23	we need that guidance. Thank you.	00:13:42
24	MS. OMEISH: Thank you.	00:13:43

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1 Ms. McLaughlin? 00:13:45

2 MS. MCLAUGHLIN: Just getting my 00:13:51

3 video up. So I'm absolutely looking 00:13:52

4 forward to (inaudible) all of you about 00:13:57

5 how we refine the proposals from the 00:14:02

6 superintendent. I believe 00:14:04

7 wholeheartedly that we've got to 00:14:06

8 increase access to opportunity for 00:14:09

9 students, have better representation. 00:14:11

10 I believe our nations most selective 00:14:14

11 universities in the country have shown 00:14:16

12 how you can have high achieving 00:14:18

13 universities with a highly diverse 00:14:20

14 population and for too long, TJ hasn't 00:14:22

15 reflected that. However, they do have 00:14:26

16 concerns about the academic metrics 00:14:27

17 that the superintendent has proposed. 00:14:30

18 And I also do strongly believe that our 00:14:33

19 teachers are going to be a very 00:14:34

20 important voice for hearing from them 00:14:37

21 what they obdure from students. 00:14:39

22 So I, again, hope that we'll 00:14:42

23 have a robust data driven conversation, 00:14:45

24 and that we set up our students and our 00:14:47

1 community for success when we look at 00:14:51

2 TJ being one of the nation's and world 00:14:55

3 recognized (inaudible). Thank you. 00:14:57

4 MS. OMEISH: Thank you. 00:15:03

5 Ms. Meren. 00:15:04

6 MS. MEREN: Thank you. 00:15:06

7 As far as my preliminary 00:15:07

8 thoughts coming into today is to focus 00:15:08

9 on what our action seeks to do. And 00:15:12

10 what it seeks to do is be more 00:15:14

11 reflective of our community, that TJ be 00:15:15

12 more reflective of our community. You 00:15:17

13 know, when TJ students say that there's 00:15:19

14 a problem, and families see this too, 00:15:20

15 that there's a lack of diversity and it 00:15:22

16 detracts from a student's ability to 00:15:24

17 achieve their full potential. So I 00:15:26

18 disagree with those who say TJ will 00:15:28

19 suffer and falter. Students are 00:15:30

20 already suffering, and to do nothing 00:15:31

21 makes us complicit in that suffering. 00:15:34

22 So I admire the personal journey that 00:15:37

23 many parents have shared with the board 00:15:39

24 about individual or family sacrifice to 00:15:40

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1 achieve their success here, and those 00:15:43
2 are truths. I think at this time for 00:15:45
3 our population here, it is right that 00:15:47
4 FCPS refresh the process of how we 00:15:50
5 identify exceptional students, and that 00:15:52
6 includes removing barriers in the 00:15:54
7 admissions process in part. 00:15:56

8 And for today, I'm hoping to 00:15:57
9 understand where each of my colleagues 00:15:59
10 is in this decision making, so that we 00:16:00
11 can have a clear plan for our decision 00:16:03
12 (inaudible).

13 Thank you. That was my 00:16:07
14 timer. 00:16:10

15 MS. OMEISH: Perfect -- perfect 00:16:10
16 timing. 00:16:12

17 Ms. Pekarsky. 00:16:12

18 MS. PEKARSKY: Thank you. 00:16:16

19 I'm looking forward to the 00:16:17
20 conversation just with my colleagues 00:16:19
21 about, you know, ensuring access to 00:16:23
22 opportunity and creating a diverse 00:16:26
23 learning environment, which we know is 00:16:30
24 good for all learners and has benefits 00:16:32

1	for all learners in every one of our	00:16:34
2	schools, and I just have many questions	00:16:36
3	about how we're going to get there. So	00:16:40
4	I'm looking forward to hearing not only	00:16:42
5	our opinions, and but the	00:16:45
6	superintendent's opinions regarding the	00:16:47
7	differences between the approaches and	00:16:50
8	ensuring that we maintain a very high	00:16:52
9	standard -- academic standard at TJ,	00:16:57
10	which is, I believe, all of ours goal	00:16:59
11	for all of your students, so thank you.	00:17:04
12	MS. OMEISH: Ms. Sizemore Heizer?	00:17:09
13	MS. SIZEMORE HEIZER: Thank you.	00:17:13
14	Sorry. The video again was	00:17:15
15	very slow. So I'll go ahead and start	00:17:16
16	talking while it pops up. I too am,	00:17:19
17	you know, concerned about making sure	00:17:21
18	that all of our students that have the	00:17:23
19	aptitude and passion for TJ have the	00:17:25
20	ability to access the enrichment and	00:17:28
21	STEM education that TJ provides. I	00:17:33
22	think it's important to make sure that	00:17:35
23	we set up all our students for success,	00:17:38
24	both from the minute they come into our	00:17:40

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1	schools and until the time they may or	00:17:42
2	may not apply to TJ, they should be set	00:17:45
3	up for success. So I'm particularly	00:17:47
4	interested in the accountability	00:17:49
5	measures, and how we're going to	00:17:51
6	measure, not just the, you know,	00:17:53
7	metrics in the white paper, but also	00:17:55
8	really success of our students that we	00:17:57
9	admit, and I also am really curious to	00:18:00
10	know about the differences between the	00:18:03
11	two. I think what I'd like to hear	00:18:05
12	about is the voice of the teachers in	00:18:06
13	the process. As one of my colleagues	00:18:08
14	mentioned when we talk about local	00:18:10
15	norms, sometimes teachers recognize	00:18:11
16	things that others don't. So I'm	00:18:13
17	really interested in hearing thoughts	00:18:14
18	about that. I'd like to see what other	00:18:16
19	school systems have been going and what	00:18:18
20	their outcomes have been and	00:18:21
21	(inaudible) have good STEM assessment	00:18:24
22	because this school is for STEM and	00:18:25
23	want to make sure we keep in mind what	00:18:28
24	the school's purpose is.	00:18:30

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1	MS. OMEISH: Thank you.	00:18:31
2	Ms. Tholen?	00:18:33
3	MS. THOLEN: Yes. Good	00:18:38
4	afternoon. Happy to be here today to	00:18:39
5	dive into this discussion. I have to	00:18:42
6	admit I'm coming in struggling a little	00:18:44
7	bit. I'm looking at all the	00:18:46
8	information and data around how a	00:18:47
9	lottery could possibly give us what	00:18:50
10	we're looking for as far as diversity	00:18:52
11	and allow us to ensure we can build a	00:18:55
12	class of exceptional students that have	00:18:57
13	the potential to success at TJ, but I'm	00:19:00
14	here to listen. I want to today to	00:19:02
15	look at the best pieces of the input to	00:19:05
16	this process for each Fairfax student,	00:19:08
17	and I also want to advocate for teacher	00:19:10
18	voice. I want to point out that	00:19:13
19	students who most probably need letters	00:19:14
20	of recommendation from teachers are the	00:19:17
21	ones who do not have the strong	00:19:20
22	parental advocacy, and those	00:19:22
23	(inaudible) teacher can be their	00:19:26
24	primary advocate. So I'd really like	00:19:27

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1 to talk about that. Also interested in 00:19:28
2 how we will be measuring aptitude in 00:19:31
3 mathematics, and of course want to be 00:19:33
4 part of the strategic conversation on 00:19:36
5 how (inaudible) for all of your 00:19:40
6 students. Thanks. 00:19:42

7 MS. OMEISH: Thank you. 00:19:45

8 Ms. Corbett Sanders, I'll 00:19:46
9 come back to you. 00:19:47

10 MS. CORBETT SANDERS:

11 Thank you so much. So I 00:19:52
12 think we all agree the change is 00:19:54
13 necessary, and that we would like to 00:19:55
14 see greater representation at TJ from 00:19:58
15 across the county and from across 00:20:01
16 different social economic groups. So 00:20:05
17 what we're here today doing is we're 00:20:08
18 talking about how we can create greater 00:20:11
19 opportunities for access for 00:20:15
20 exceptional students no matter what ZIP 00:20:17
21 code they live in, and I think we've 00:20:19
22 made some strides in getting there, but 00:20:23
23 we still have a ways to go before this 00:20:25
24 is fully blessed by this board. 00:20:29

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1	So I'd like to talk a little	00:20:32
2	bit today on building on the access to	00:20:33
3	opportunity and pathways that we talked	00:20:35
4	about a few weeks ago. And I want to	00:20:40
5	see how we can screen all students at	00:20:42
6	the end of their elementary school	00:20:44
7	years to determine how we can best	00:20:46
8	provide the scaffolding of support and	00:20:48
9	greater access to the opportunities for	00:20:51
10	these students going into middle school	00:20:53
11	to become a support structure that will	00:20:57
12	allow for more of them to give	00:20:59
13	themselves attending TJ. Because part	00:21:02
14	of it is if we can have them see	00:21:05
15	themselves, then they will actually	00:21:08
16	pursue it. So thank you.	00:21:10
17	MS. OMEISH: Thank you.	00:21:11
18	I'll go ahead and take my	00:21:13
19	minutes, and then we'll get started.	00:21:14
20	So preliminary thoughts, to	00:21:16
21	me the objective of making sure every	00:21:18
22	kid can reach their potential and have	00:21:20
23	access to this opportunity is	00:21:22
24	unapologetic and uncompromising, at the	00:21:23

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1	same time, I want to be openminded	00:21:26
2	coming into the conversation. I feel	00:21:27
3	strongly about localizing opportunity	00:21:29
4	universalizing how we reach out to	00:21:32
5	students, but I do look forward to	00:21:34
6	hearing what staff has to share.	00:21:36
7	I'm hoping to get out a way	00:21:37
8	of rethinking merit, and really	00:21:40
9	evaluating what we have here, and how	00:21:42
10	it offers that. And then finally	00:21:45
11	understanding what our next steps are	00:21:47
12	going to be to gauge our effectiveness	00:21:49
13	in whatever plans we do have. And how	00:21:50
14	we can ensure we're successful in the	00:21:53
15	longterm, not just in today's	00:21:55
16	conversation.	00:21:57
17	So with that, I'm done with	00:21:58
18	that piece of my remarks. I will	00:22:01
19	direct my colleagues to make sure they	00:22:03
20	look at the office of research and	00:22:04
21	strategic improvement's report, which	00:22:06
22	has been attached to today's meeting,	00:22:07
23	and will turn it now to Mr. Smith for	00:22:09
24	the presentation.	00:22:11

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1 MR. SMITH: And actually, Ms. 00:22:16
2 Omeish, I'm going to turn it over to 00:22:17
3 Dr. Brabrand to start us off, and then 00:22:18
4 we'll walk through the rest of the 00:22:21
5 presentation. 00:22:23

6 DR. BRABRAND: Thank you, Ms. 00:22:27
7 Omeish. And I'll be sharing several 00:22:28
8 things as will Mr. Smith and other 00:22:30
9 members of his team that he will 00:22:32
10 introduce when he begins to chat. I do 00:22:34
11 want to thank this board and all our 00:22:37
12 community for all of your engagement 00:22:39
13 around this very important issue for 00:22:41
14 our community, and for our frankly, our 00:22:45
15 Commonwealth and Country about access 00:22:47
16 and opportunity for our students. And 00:22:49
17 so here we'd like to go ahead and put 00:22:51
18 up our presentation for TJ admissions 00:22:53
19 around expanding our talent search. 00:22:55

20 If we can go to the very 00:22:58
21 first line, our agenda today, we're 00:23:00
22 going to go over background key 00:23:01
23 decisions, research, and data, our 00:23:04
24 final proposal, which has two options 00:23:05

1 for you around TJ admissions; one being 00:23:08
2 a hybrid merit lottery, and the other 00:23:11
3 being a holistic review. The 00:23:13
4 presentation will then talk about 00:23:16
5 stakeholder engagement, our outreach 00:23:18
6 and communication plan and 00:23:20
7 accountability metrics. And it will 00:23:21
8 also share work that Ms. Omeish just 00:23:25
9 referenced about the paper we created 00:23:26
10 from (inaudible) in the TJ admissions 00:23:30
11 office. And we'll be glad to take 00:23:32
12 questions at the end. But our purpose 00:23:34
13 today is to do all of this, share with 00:23:35
14 you these two proposals and we look 00:23:38
15 forward to having you, after your 00:23:40
16 feedback, select one of these two 00:23:42
17 proposals to go forward as we begin the 00:23:45
18 admissions process for the upcoming TJ 00:23:47
19 freshman class. 00:23:51
20 One of the things we want to 00:23:54
21 talk about and have talked about for 00:23:56
22 some time is leading with equity at the 00:23:57
23 center of all that we do. We know that 00:23:59
24 equity and excellence can go hand and 00:24:02

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1	hand. They're not mutually exclusive,	00:24:05
2	and we do want to continue to enhance	00:24:07
3	diversity at TJ. We know that a	00:24:11
4	diverse student body can enhance the	00:24:14
5	overall educational experience for our	00:24:17
6	students at TJ. We've talked with you	00:24:21
7	before about our admissions process,	00:24:24
8	which is what we're focused on today,	00:24:26
9	our enhanced wrap around support for	00:24:28
10	our students that are already at TJ and	00:24:30
11	those that would be coming in, and the	00:24:32
12	work that this board has talked about,	00:24:35
13	Ms. Derenak Kaufax shared a month or	00:24:38
14	two ago, a resolution that the board	00:24:40
15	rallied around, which is about	00:24:42
16	enhancing our pipeline. And this board	00:24:44
17	just a last week took action to support	00:24:47
18	working with local norms, which is part	00:24:50
19	of the steps the outside consultant	00:24:53
20	recommended in enhancing our pipeline.	00:24:55
21	So this board is taking action. I'm	00:24:58
22	very pleased in partnering with you on	00:25:01
23	the ideas to move forward on the ideas	00:25:03
24	our outside consultants have given us	00:25:06

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1 to continue to enhance equity in our 00:25:08
2 school division. 00:25:11

3 I'm going to turn it over 00:25:14
4 now, I think, Marty -- Jeremy is going 00:25:15
5 to go first on the next slide to give 00:25:16
6 us the background, isn't that right, 00:25:18
7 Jeremy Shugart, our director of 00:25:20
8 admissions at TJ? 00:25:21

9 MR. SHUGHART: That's right. 00:25:23

10 DR. BRABRAND: All right. 00:25:25

11 Jeremy, take it away. 00:25:26

12 MR. SHUGHART: All right. Thank 00:25:28
13 you, everyone. 00:25:29

14 Just a little bit of 00:25:30
15 background on -- for TJ, the school 00:25:33
16 board as a policy and regulations that 00:25:36
17 guide and dictate our admissions 00:25:39
18 process as well as other elements to TJ 00:25:42
19 as a regional governor school. And 00:25:45
20 over time that policy has changed, but 00:25:47
21 one of the key factors that has really 00:25:49
22 for the most part stayed steady is 00:25:52
23 what's here quoted in terms of 00:25:54
24 demonstrating exceptional achievement, 00:25:57

1 aptitude, commitment, intellectual 00:25:58
2 curiosity, passion and creativity in 00:26:00
3 STEM. The mission has pretty well 00:26:03
4 stayed in the same for our students, 00:26:05
5 and it really does come down to 00:26:07
6 inspiring joy, putting forward a 00:26:09
7 challenging learning environment at the 00:26:12
8 school. And this even goes back as far 00:26:15
9 as what we were originally able to 00:26:17
10 share and had some questions about in 00:26:19
11 terms of the founding of TJ. And at 00:26:21
12 the bottom of this particular page and 00:26:25
13 slide, you can see some of those 00:26:27
14 founding statements. And part of the 00:26:30
15 original charter that was founded back 00:26:32
16 in the mid 1980s, and so while I'm not 00:26:34
17 going to read each of those to you, you 00:26:36
18 can see where we are today is still 00:26:39
19 very much in line with the original 00:26:41
20 founding of the school, and how we're 00:26:43
21 moving forward, and the goal here is to 00:26:45
22 continue to be able to live up to these 00:26:48
23 expectations. 00:26:51
24 DR. BRABRAND: Thanks, Jeremy. I 00:26:52

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1 want to share with you just really 00:26:53
2 quickly previous proposals that I had 00:26:54
3 brought before the board. We can go to 00:26:56
4 the next slide, please. 00:26:58

5 This was around the initial 00:27:01
6 merit lottery that I shared, and then I 00:27:02
7 shared with you at the last work 00:27:05
8 session on TJ, the hybrid merit 00:27:09
9 lottery, which kept the same 00:27:12
10 application requirements, kept the 00:27:13
11 lottery, but the highest evaluated 00:27:16
12 students would be offered a seat based 00:27:18
13 on holistic review of their 00:27:21
14 application. 00:27:24

15 Both of these standards -- 00:27:25
16 both of these proposals do have high 00:27:26
17 standards, provided all eligible 00:27:28
18 students an opportunity to demonstrate 00:27:30
19 their own interest and qualifications 00:27:31
20 through an individualized review of 00:27:34
21 their academic accomplishments and 00:27:35
22 factors. And these were two of the 00:27:37
23 previous proposals. As we focus on the 00:27:39
24 work session today, if we go to the 00:27:42

1	next slide, the key decisions are	00:27:44
2	around two approaches for the school	00:27:47
3	board to consider, the hybrid merit	00:27:49
4	lottery with some revisions, and our	00:27:51
5	staff will be going through some of	00:27:53
6	those revisions and a holistic review	00:27:55
7	approach. And what we're looking for	00:28:00
8	is board discussion and feedback and	00:28:03
9	ultimately that would culminate in a	00:28:05
10	vote to select a desired approach that	00:28:08
11	we have scheduled later this month to	00:28:10
12	select the process for the TJ class of	00:28:13
13	2025. I do want to say that we did	00:28:17
14	reach consensus, this board did, from	00:28:19
15	our recommendation to you earlier this	00:28:22
16	fall, that the new admissions process	00:28:25
17	would not have an application fee	00:28:28
18	or/and would not have a test. Really	00:28:31
19	removing some barriers that have	00:28:34
20	existed for our students in the TJ	00:28:36
21	admissions process. We also got	00:28:39
22	consensus from the board earlier to	00:28:41
23	increase the capacity of the TJ	00:28:43
24	incoming class. And we added 50 slots	00:28:46

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1 to the incoming class this coming year. 00:28:51
2 And there was consensus to bring the 00:28:54
3 holistic approach that did not have a 00:28:57
4 lottery as an option, and so we have 00:29:00
5 the hybrid merit lottery with a few 00:29:03
6 revisions and the holistic review 00:29:05
7 approach. We have both of those for 00:29:07
8 you today, and we'll be talking about 00:29:09
9 them in more detail in some upcoming 00:29:12
10 slides. 00:29:14
11 Jeremy, are you going to 00:29:15
12 talk a little about the research we've 00:29:15
13 done around our work since we last 00:29:17
14 talked to the board and before? 00:29:19
15 MR. SHUGHART: Sorry. My video 00:29:25
16 is a little slow as well. 00:29:26
17 Yeah, so one of the things 00:29:27
18 we had done in terms of the process 00:29:29
19 that we went through to research this 00:29:31
20 was we did evaluate and we have 00:29:33
21 consistently evaluated schools that are 00:29:35
22 similar in nature to TJ. Those 00:29:37
23 elements are actually in the research 00:29:41
24 report that is associated with this. 00:29:44

1 You can find some information on a 00:29:46
2 section for research on page 8 along 00:29:49
3 with an associated title -- I'm 00:29:53
4 sorry -- table three, along with on 00:29:55
5 page 37 and 38, there is a response to 00:29:58
6 some of the previous next steps we're 00:30:02
7 asked in previous board sessions and so 00:30:04
8 one of the things when we were 00:30:06
9 originally bringing this board was the 00:30:07
10 questions of some comparison schools 00:30:09
11 and what are their application 00:30:12
12 processes like, and then in addition 00:30:14
13 looking at school specifically that had 00:30:17
14 lottery approaches. And the success of 00:30:19
15 those lottery approaches. 00:30:22
16 Throughout the entire 00:30:24
17 research paper, you can see sitings and 00:30:25
18 notations about the literature review 00:30:29
19 we have conducted throughout that 00:30:32
20 process. All of this was in reflection 00:30:35
21 to what our policies and procedures are 00:30:37
22 for the admission process. Coupled 00:30:39
23 with that was conversations that we 00:30:42
24 held with some known experts from the 00:30:45

1	university level, Dr. Genevieve Spiegel	00:30:48
2	Holly from the Virginia Commonwealth	00:30:50
3	University, Dr. Dominic Baker, Southern	00:30:52
4	Methodist University, previously at	00:30:55
5	UVA, And Dr. Jonathan Plucker from	00:30:59
6	Johns Hopkins, who also was working	00:31:01
7	with us on the advanced academics. One	00:31:03
8	of the big things that we're really	00:31:07
9	focused in on was a lottery approach in	00:31:09
10	looking at how that approach would be	00:31:13
11	an impact to -- you know, traditionally	00:31:16
12	underrepresented students, and really	00:31:20
13	kind of look at the approaches that	00:31:22
14	we're proposing here today and whether	00:31:25
15	or not it would help us allow students	00:31:27
16	who have been historically	00:31:32
17	unrepresented have more of an	00:31:33
18	opportunity to gain access to TJ, and	00:31:35
19	they collectively said that, yes, you	00:31:38
20	know, making some of the things --	00:31:41
21	making the changes that were suggested	00:31:42
22	here would be away to increase that.	00:31:45
23	One of the other things that, you know,	00:31:48
24	was shared was specifically to a	00:31:50

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1 lottery -- just as an example, was that 00:31:53
2 what you're looking at is these are and 00:31:56
3 certainly you can see the elements of 00:32:00
4 this and the research that was 00:32:01
5 provided, one time approach is very 00:32:06
6 different than when you run a series of 00:32:07
7 models and a series of treatment, so 00:32:10
8 you do have to be aware of that as we 00:32:13
9 go through this. And, you know 00:32:15
10 generally speaking, they were, you 00:32:18
11 know, they were very much in favor of 00:32:19
12 looking at this as an approach to move 00:32:23
13 forward. 00:32:25

14 Thank you. 00:32:26

15 MR. SMITH: Next slide, please. 00:32:30
16 So as we think about our guiding 00:32:34
17 principles, we were charged with -- 00:32:35
18 from the community from the board to 00:32:39
19 consider variety of factors as we 00:32:41
20 developed the admissions process. Of 00:32:43
21 course, we wanted to recognize those 00:32:45
22 historical inequities that we've seen 00:32:46
23 at TJ based on a variety of factors. 00:32:49
24 While at the same time, creating no new 00:32:52

1 inequities for students. Of course, 00:32:54
2 appropriately measuring student 00:32:57
3 readiness for success at TJ, and a 00:32:59
4 opportunity to identify potential 00:33:04
5 talent. Again, opening the door for 00:33:06
6 more students to have access to the 00:33:08
7 curriculum environment at TJ. Removing 00:33:10
8 those barriers in the admission process 00:33:14
9 is the way to do that, while at the 00:33:17
10 same time maintaining high standards, 00:33:19
11 and I think that as we looked at this 00:33:20
12 entire process, maintaining high 00:33:22
13 standards has been at the heart of what 00:33:25
14 we're doing along with equity. And 00:33:26
15 also, I feel that by increasing 00:33:30
16 diversity, first of all, 00:33:32
17 underrepresented students at TJ, it 00:33:33
18 will only serve to increase the 00:33:35
19 standards at this school. 00:33:38
20 Next slide. So now we're 00:33:41
21 going to take a moment to talk about 00:33:44
22 the two proposals that we're bringing 00:33:47
23 forward; one being, as Dr. Brabrand 00:33:48
24 said, the hybrid merit lottery, and the 00:33:51

1	other a holistic review. Next slide.	00:33:53
2	So for these two proposals,	00:33:58
3	we develop processes to enhance student	00:34:00
4	merit. And we also created a way for	00:34:04
5	us to take a holistic look at students	00:34:06
6	based on a variety of factors, and	00:34:10
7	we'll go through that particular	00:34:12
8	process a bit later on, but at the end	00:34:14
9	of those enhanced requirements, and at	00:34:19
10	the end of taking that holistic review,	00:34:22
11	the board can consider one of the two	00:34:25
12	options that we have here in yellow.	00:34:27
13	Proposal one is the merit	00:34:29
14	lottery, where we would offer the	00:34:31
15	hundred seats to the highest evaluated	00:34:33
16	students, and then select the remaining	00:34:35
17	450 students using a lottery approach,	00:34:38
18	and the second proposal is that	00:34:41
19	holistic review where we would offer	00:34:43
20	550 seats to the highest evaluated	00:34:46
21	students. As I said, we'll talk a	00:34:49
22	little bit more about how each of the	00:34:50
23	process works a bit later in the	00:34:52
24	process. Next slide.	00:34:54

1	So as we talk about enhanced	00:34:59
2	merit, people have asked, what does	00:35:01
3	that look like? What does enhanced	00:35:03
4	merit look like for this particular	00:35:04
5	process? So of course, we want to	00:35:07
6	identify students who exhibit those	00:35:09
7	portrait of graduate attributes and	00:35:11
8	21st Century skills using the student	00:35:14
9	portrait sheet, and of course, TJ being	00:35:17
10	a science and math school, we want the	00:35:21
11	students who have a clear strong	00:35:23
12	aptitude for science and math and	00:35:27
13	showing that aptitude through a problem	00:35:29
14	solving essay. It's also important to	00:35:32
15	note that we want to identify students	00:35:34
16	who understand what it means to work in	00:35:36
17	a rigorous and learn in a rigorous	00:35:39
18	environment. So as we think about	00:35:41
19	those students who achieve an	00:35:44
20	unweighted GPA of 3.5 in core classes,	00:35:46
21	with most of those courses being honors	00:35:48
22	classes, it's important to note that	00:35:51
23	these students are achieving this GPA	00:35:53
24	while displaying an aptitude and being	00:35:56

1	enrolled in Algebra 1 or a more	00:35:58
2	advanced math course, and of course	00:36:02
3	these two items that we've bulleted	00:36:03
4	here are new since we presented this	00:36:05
5	last time. We also want students who	00:36:07
6	would demonstrate strong preparation	00:36:10
7	for TJ coursework, but being enrolled	00:36:12
8	in both math and science honors	00:36:14
9	courses, and additionally, for students	00:36:16
10	who want more rigor, we're looking for	00:36:20
11	those students who would be enrolled in	00:36:23
12	one additional honors course, or a	00:36:26
13	student being identified as a young	00:36:28
14	scholar. Again, it's important to note	00:36:30
15	that using this criteria would provide	00:36:33
16	us a pool of students, 4300 students	00:36:37
17	that we would personally invite those	00:36:41
18	students to apply to TJ. And also know	00:36:43
19	that we would provide those students as	00:36:47
20	an with a waiver for students who had	00:36:51
21	that same strong passion, but perhaps	00:36:53
22	weren't a part of an honors course.	00:36:58
23	And I'll let Jeremy talk a little bit	00:37:00
24	later about the application process and	00:37:02

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1 who will be working with school based 00:37:04
2 staff, counselors, teachers, and 00:37:06
3 administrators to help guide students 00:37:09
4 in that process. 00:37:11

5 I also want to note that in 00:37:12
6 our previous processes, we had 00:37:14
7 approximately 2500 to 3000 students 00:37:17
8 apply to TJ, so looking at the initial 00:37:20
9 invitation for 4300 students would 00:37:24
10 certainly expand the access for this 00:37:27
11 unique school. Next slide. 00:37:30

12 As I mentioned earlier, 00:37:38
13 these are elements for the holistic 00:37:39
14 review. Of course, we'd be looking at 00:37:41
15 the GPA for students. We talked about 00:37:43
16 the student portrait sheet. We talked 00:37:45
17 about in several presentations about 00:37:48
18 the problem solving essay, 00:37:50
19 additionally, we'd be considering 00:37:52
20 experience factors, factors that all 00:37:54
21 students bring to the table and factors 00:37:57
22 that may have led to students being 00:38:00
23 underrepresented at TJ. And so those 00:38:02
24 experience factors include students who 00:38:05

1 is are economically disadvantaged, 00:38:08
2 those students who are English language 00:38:10
3 learners, and those students who are 00:38:13
4 special education students, and those 00:38:15
5 students who attend underrepresented 00:38:17
6 schools. So as part of the entire 00:38:19
7 process, those experience factors would 00:38:21
8 be considered in addition to the strong 00:38:23
9 merit that students show by applying to 00:38:25
10 the -- to TJ itself. We've also heard 00:38:27
11 Dr. Brabrand say expanded capacity to 00:38:34
12 increase to a class of 550 students, 00:38:37
13 while it's 50 students more than our 00:38:40
14 previous capacity, in reality, it will 00:38:45
15 add approximately 70 more students 00:38:47
16 because historically, we've had about 00:38:49
17 480 students in the freshman class. 00:38:52
18 Now, I'm going to let Jeremy 00:38:57
19 talk about how the process unfolds 00:38:58
20 through the pathway process, that 00:39:01
21 regional pathway process that would 00:39:04
22 bring students into the school. 00:39:05
23 MR. SHUGHART: Thank you, Martin. 00:39:10
24 MR. SMITH: And I do want to go 00:39:13

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1 back to this slide here, just as a way 00:39:15
2 to show those proposals once again, the 00:39:17
3 hybrid merit lottery on the left, the 00:39:21
4 holistic review on the right showing 00:39:23
5 that the top hundred will be offered 00:39:25
6 admission regardless of pathway, the 00:39:27
7 remaining 450 students will be chosen 00:39:29
8 by lottery. And those top hundred 00:39:32
9 students in the hybrid merit lottery 00:39:34
10 would not be counted toward those 00:39:36
11 pathway caps. And again, Jeremy will 00:39:38
12 explain that in just a bit. 00:39:40
13 On the right side, the 00:39:41
14 highest evaluated students would be 00:39:43
15 offered admission and those students 00:39:45
16 would be selected by pathway until the 00:39:47
17 particular cap is reached. 00:39:51
18 Jeremy? 00:39:55
19 MR. SHUGHART: Next slide, 00:39:57
20 please. 00:40:00
21 So if we look at the two 00:40:01
22 proposals in relate -- in relation to 00:40:06
23 the previous slide, proposal one, the 00:40:08
24 hybrid merit lottery is a two part 00:40:10

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1 application -- or well not application 00:40:14
2 process, but selection process. As Mr. 00:40:16
3 Smith just mentioned, the top one 00:40:20
4 hundred students in terms of the 00:40:22
5 strongest evaluations of their 00:40:24
6 application would be offered 00:40:26
7 admissions. That doesn't matter where 00:40:27
8 they're coming from. They could be 00:40:29
9 private school, public school, within 00:40:31
10 FCPS's five regions or within one of 00:40:33
11 the participating jurisdictions. Those 00:40:35
12 students are all going to receive an 00:40:38
13 offer regardless of the maximum number 00:40:41
14 of students that are available to the 00:40:43
15 schools. 00:40:46
16 The second part of the 00:40:46
17 selection process would come into play 00:40:47
18 for the remaining 450 students, and as 00:40:50
19 you can see here displayed on the 00:40:52
20 screen is reflective of -- of the 00:40:54
21 balance of numbers that's remaining in 00:40:59
22 each of these -- yes -- and these are 00:41:05
23 actually posted in the next steps as 00:41:07
24 well. 00:41:10

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1 But each of these numbers 00:41:10
2 are balanced out on a 70/30 model 70 00:41:12
3 percent of the students that will be 00:41:16
4 offered admissions through the 450 00:41:18
5 students will come from the five 00:41:21
6 regions through Fairfax County. Each 00:41:23
7 of those regions, numbers or caps as 00:41:25
8 they're put out are based upon student 00:41:29
9 enrollment in the schools, which are 00:41:31
10 eighth grade student enrollment in 00:41:34
11 which the schools exist in those 00:41:35
12 particular reg -- regions. 00:41:37
13 For the participating 00:41:39
14 jurisdictions, it's the same type of 00:41:40
15 process. We're looking at 30 percent 00:41:44
16 of the available seats to be divided 00:41:46
17 based upon student representation 00:41:49
18 (inaudible). Thank you. 00:41:53
19 MS. OMEISH: That is the halfway 00:41:54
20 mark. Just so you guys know, but keep 00:41:55
21 going. Sorry. Thank you. 00:41:56
22 MR. SHUGHART: Thank you. And so 00:41:58
23 for the -- for the participating 00:42:00
24 jurisdictions, that number, again, is 00:42:02

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1 divided out for each of those 00:42:06
2 jurisdictions based upon their eighth 00:42:07
3 grade enrollment. 00:42:09

4 Similarly, in proposal 00:42:10
5 number two is a full holistic review. 00:42:12
6 So instead of just taking the top one 00:42:15
7 hundred evaluated students, we take the 00:42:18
8 top 150 evaluated students. Still this 00:42:20
9 is based on that 70/30 model in terms 00:42:23
10 of the calculations for each of those 00:42:26
11 regions, and you can see on the screen 00:42:27
12 here how the regions actually work out 00:42:29
13 and what the numbers are. 00:42:32

14 And one thing finally I just 00:42:35
15 want to make sure that we're clear is 00:42:37
16 the one hundred students from the 00:42:39
17 hybrid lottery model that were selected 00:42:40
18 first, are not impacted in any of the 00:42:42
19 regions. So it does not take way from 00:42:45
20 the numbers represented on the screen. 00:42:48
21 Okay? Next slide, please. 00:42:50

22 One of the other, things 00:42:54
23 that was some questions, and we wanted 00:42:56
24 to share is we've had opportunities to 00:42:58

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1 be able to speak with variety of 00:43:02
2 different stakeholders, and what's 00:43:04
3 listed here on the -- on the screen in 00:43:08
4 front of you is a number of the 00:43:10
5 different stakeholders that we had an 00:43:12
6 opportunity to be able to discuss 00:43:13
7 throughout time in terms of the 00:43:16
8 approach. And elicit feedback concerns 00:43:18
9 about particular students and student 00:43:22
10 groups, and you know, try to implement 00:43:24
11 that process in and look at ways in 00:43:27
12 which we can address those concerns 00:43:29
13 within these two approaches. And so 00:43:31
14 this is not a one-time type of thing. 00:43:34
15 There would be continued conversations 00:43:37
16 moving forward into the future and 00:43:40
17 looking at the various stakeholders, 00:43:41
18 and different groups that are 00:43:43
19 interested in the success of TJ. Move 00:43:45
20 to the next slide, please. 00:43:49
21 MR. SMITH: Jeremy, before you go 00:43:50
22 on, I would simply add that some of the 00:43:52
23 concerns and questions that school 00:43:55
24 board members had did come up from our 00:43:57

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1 stakeholder groups as we engaged them. 00:44:00

2 And also some of the strengths of the 00:44:04

3 different proposals were (inaudible) by 00:44:07

4 those groups as well. 00:44:09

5 MR. SHUGHART: Correct. 00:44:11

6 Absolutely. 00:44:12

7 So the other -- the next 00:44:13

8 steps, or another -- I should say 00:44:15

9 another step in the process is student 00:44:16

10 engagement, student outreach, parent 00:44:20

11 engagement, parent outreach and the 00:44:22

12 variety of different communications. 00:44:24

13 Now this slide is very similarly to 00:44:26

14 previous slides we presented to the 00:44:28

15 board that talks about what we do from 00:44:30

16 an admissions standpoint and in terms 00:44:34

17 of that engagement, and outreach and 00:44:37

18 communications. Our intention is to be 00:44:38

19 able to share information and send 00:44:42

20 personal invitations and recruitment 00:44:45

21 letters to all eligible students from 00:44:47

22 a -- within Fairfax County Public 00:44:51

23 School, we're able to identify those 00:44:52

24 students, and be able to send them. We 00:44:54

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1 worked with our participating 00:44:56
2 jurisdictions and talking -- speaking 00:44:57
3 with them about how we would identify 00:44:59
4 the same types of students in their 00:45:01
5 districts and how we can work with them 00:45:03
6 so that they can also share that type 00:45:06
7 of recruitment letters and information 00:45:08
8 to those eligible students. 00:45:10

9 In essence, we want to make 00:45:13
10 sure we're getting information in the 00:45:14
11 hands of the all the students. We're 00:45:16
12 working on developing and being able to 00:45:19
13 provide virtual open houses. In 00:45:21
14 certainly this time with COVID and the 00:45:23
15 unknown of when we'll be back in 00:45:26
16 schools, we want to be able to put 00:45:28
17 something out there on the web so that 00:45:29
18 that way students and families will be 00:45:32
19 able to experience TJ from a virtual 00:45:34
20 aspect. 00:45:38

21 Additionally, we wanted to 00:45:39
22 continue to reach out and work with liaison 00:45:40
23 counselors, school counselors, parent 00:45:45
24 liaisons specifically for our 00:45:47

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1 underrepresented students and many of our 00:45:50
2 underrepresented schools, and I have some 00:45:53
3 additional targeted recruitment. 00:45:55

4 So if you can go to the next 00:45:56
5 slide, please. 00:45:59

6 A lot of that has to do with 00:46:00
7 working particularly at the end piece is 00:46:01
8 working with engagement with parent 00:46:05
9 liaisons, the PTA, diversity committee, 00:46:06
10 different alumni groups. We want to work 00:46:09
11 with other areas and other groups within 00:46:12
12 and without Fairfax County. And in working 00:46:15
13 with the equity office, some of the areas 00:46:18
14 we were concerned with, and some of the 00:46:20
15 board members were concerned with is 00:46:23
16 providing professional development for -- 00:46:25
17 for our faculty and staff within -- fair -- 00:46:28
18 FCPS, which would relate to a, you know, 00:46:32
19 considered additional professional 00:46:34
20 development, specifically to an equity 00:46:37
21 focus for out advanced academics resource 00:46:40
22 teachers, different counselors, 00:46:43
23 particularly as their counseling students 00:46:45
24 as they move through the process with TJ, 00:46:47

1 as a high school option for these students. 00:46:51
2 And then again, not limiting to those 00:46:54
3 groups. Some of the other pieces that are 00:46:56
4 not necessarily inherent inside of the 00:46:58
5 classroom, but also options and 00:47:02
6 opportunities that we want to provide for 00:47:05
7 our students and our families is a variety 00:47:06
8 of different STEM activities, different 00:47:08
9 showcases, and this work is partnered with 00:47:12
10 the school, with local government agencies, 00:47:15
11 business partners, ways in which we can 00:47:17
12 identify, you know, a great number of 00:47:20
13 different outreach opportunities, to be 00:47:22
14 able to provide to students that may not 00:47:24
15 have the same level of opportunity based 00:47:27
16 upon what's available in their -- at their 00:47:30
17 school, or even within their community. 00:47:32
18 Can we go to the next slide, 00:47:35
19 please? Overall in terms of the 00:47:38
20 communication, we have internal 00:47:39
21 communication with our middle school 00:47:41
22 principals associations, the principals 00:47:43
23 themselves, along with middle school 00:47:45
24 counselors. We can put information into 00:47:46

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1 the employee news, specifically about 00:47:49
2 important dates, times, process, 00:47:51
3 procedures. External communications is the 00:47:53
4 same type of thing. We'll be releasing 00:47:55
5 news releases, and that can come through 00:47:58
6 news or choose, different social -- social 00:48:01
7 ex -- excuse me -- social media 00:48:04
8 opportunities, our own admissions website, 00:48:06
9 along with letters out to those identified 00:48:09
10 groups, so those e-mails can also not just 00:48:12
11 be an invitation to apply, but also 00:48:15
12 additional information about upcoming, you 00:48:18
13 know, activities, or outreach 00:48:21
14 opportunities, thing of those -- of those 00:48:23
15 aspects, and to be able to provide this 00:48:26
16 information to different advisory 00:48:28
17 committees, stakeholder groups as well. If 00:48:31
18 you can go onto the next slide as well, 00:48:33
19 please. 00:48:36
20 There was some questions to some 00:48:36
21 of the accountability, and some of the 00:48:39
22 accountability we're looking at is aligned 00:48:43
23 with some of our current goals we have for 00:48:46
24 the school division, and it's to continue 00:48:48

1 to look at the variety of diversity that we 00:48:51
2 have within the school, and looking at how 00:48:53
3 that is, you know, is reflective of, you 00:48:57
4 know, providing educational resources and 00:49:00
5 opportunities to those students. Who are 00:49:03
6 those students who believe that belong or 00:49:05
7 at least believe that they can be applying 00:49:07
8 to TJ. 00:49:09

9 Now, certainly some of these 00:49:11
10 measures are new, and we would need to be 00:49:12
11 able to establish baselines, but this is an 00:49:14
12 area where we can set that baseline and 00:49:19
13 then look to how do we improve that, and 00:49:21
14 identify areas where we may not be as 00:49:24
15 strong, and continue to push forward. 00:49:27

16 And this can be, you know, based 00:49:29
17 on the numbers of families who are engaged 00:49:31
18 with the outreach that we have, and how do 00:49:34
19 we improve that? As well as with students 00:49:36
20 who are actually at TJ and understanding 00:49:40
21 how they're -- how they feel respected and 00:49:45
22 included at TJ, along with their parents, 00:49:47
23 and how they feel respected within the TJ 00:49:49
24 community as well. 00:49:51

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1 So these are accountability 00:49:53
2 metrics we want to put in place and measure 00:49:54
3 and guide our decisions and approaches to 00:49:57
4 what we're doing and where we can 00:50:00
5 continually improve. 00:50:02

6 If you can go onto the next 00:50:04
7 slide, please. And I believe I'll turn 00:50:07
8 this over to Mr. Smith. 00:50:09

9 MR. SMITH: And so before we end 00:50:11
10 our presentation, we wanted to stay 00:50:12
11 within that 30 minutes, we also headed 00:50:14
12 the board's request of adding 00:50:17
13 information into a report. We have to 00:50:20
14 apologize for the video. It is slow 00:50:22
15 today. Adding information into a 00:50:24
16 report with several next steps. The 00:50:28
17 board has asked several good questions, 00:50:31
18 and we worked with staff to provide 00:50:33
19 answers to those questions. And so we 00:50:36
20 do feel that we've given you a lot to 00:50:39
21 think about, and are looking forward to 00:50:41
22 the discussion the board will have on 00:50:43
23 the TJ admissions process. I did hear 00:50:45
24 questions about some things possibly 00:50:48

1 not being part of this process and of 00:50:51
2 course, based on the discussion, we 00:50:55
3 would certainly be able to add aspects 00:50:58
4 into either proposal that is chosen 00:51:01
5 based on how the board felt about 00:51:02
6 adding those elements, but I do want to 00:51:06
7 give you a sense of our current 00:51:08
8 timeline, and there are some questions 00:51:10
9 that we've been feeling about that 00:51:13
10 actually doing the vote within the 00:51:15
11 month of December, but in order for us 00:51:17
12 to have a class seated in the fall, we 00:51:20
13 have to have some things beginning to 00:51:23
14 happen in the beginning of January. So 00:51:24
15 right now we are in the process of 00:51:26
16 developing those collection methods for 00:51:29
17 our newly developed metrics, and during 00:51:31
18 all of this, we're also developing and 00:51:34
19 doing outreach to those who might be 00:51:38
20 readers as part of our process in the 00:51:40
21 early winter. We expect the Governor 00:51:43
22 will have recommendations for the 00:51:45
23 application process. In the early 00:51:47
24 summer, after we've gone through the 00:51:50

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1 entire application process, and have 00:51:52
2 invited those students to be part of 00:51:55
3 the freshman class, as we do every 00:51:57
4 year, we'll report new data to the 00:52:00
5 school board and report on the 00:52:01
6 available metrics and demographics of 00:52:04
7 the applicants and the offers. And 00:52:06
8 then finally in the summer, if 00:52:09
9 necessary, we will incorporate any of 00:52:11
10 those Governor's recommendations. We 00:52:13
11 would review the data to identify 00:52:15
12 application enhancements. And as part 00:52:17
13 of the entire process, nothing is set 00:52:20
14 in stone. Certain things we might not 00:52:23
15 be able to do this year, could 00:52:25
16 certainly as they come out of the 00:52:27
17 discussion, be built into future 00:52:29
18 processes. 00:52:32
19 And so with that, I do want 00:52:33
20 to thank everyone whose been apart of 00:52:34
21 this process. The office of research 00:52:37
22 and strategic improvement for their 00:52:39
23 work on the paper and for the data 00:52:42
24 analysis and research. I certainly 00:52:44

1 want to thank Dr. Bonitatibus and her 00:52:46
2 staff at TJ admissions, along with Dr. 00:52:49
3 Zudalogo(ph), who has been a strong 00:52:53
4 member of this team, our folks in the 00:52:54
5 instructional services department, who 00:52:57
6 have helped and provided the curricular 00:52:59
7 approach that is so important for us. 00:53:02
8 And really to our stakeholders, who 00:53:04
9 have provided lots of input to the 00:53:06
10 process. We got input both in person, 00:53:08
11 and we received input via e-mail. A 00:53:11
12 lot of people have strong feelings 00:53:14
13 about the TJ admissions process, and 00:53:16
14 that's good. It shows that our 00:53:18
15 students, staff, and families are 00:53:21
16 interested in the work we are doing in 00:53:23
17 the Fairfax County Public Schools. And 00:53:24
18 so we do want to thank all of them, and 00:53:26
19 I want to thank all of you for your 00:53:29
20 thoughtful input into this process. We 00:53:31
21 had the opportunity to speak with many 00:53:34
22 of you about the process, and feel that 00:53:36
23 we've brought something forward that 00:53:40
24 will generate good discussion and 00:53:41

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1 dialogue so that we can have a process 00:53:43
2 in place at the end of December and 00:53:46
3 welcome those first students in the 00:53:48
4 fall. 00:53:51

5 And so with that, I'm going 00:53:51
6 to turn it over to Ms. Omeish to begin 00:53:53
7 the question process. 00:53:57

8 MS. OMEISH: Thank you, Mr. 00:54:01
9 Smith. I believe Mr. Frisch will pick 00:54:01
10 up from here. 00:54:03

11 MR. SMITH: And Mr. Frisch, if I 00:54:06
12 could add, I just saw Dr. Brabrand, and 00:54:07
13 I certainly have thanked a lot of 00:54:11
14 people, but I have to thank Dr. 00:54:12
15 Brabrand for pushing this, as he has 00:54:15
16 done, and holding us up as he -- we've 00:54:19
17 moved forward in this possess. He has 00:54:22
18 been the face of this process, he has 00:54:24
19 been the face within the community and 00:54:27
20 with you as board members. And so we 00:54:29
21 certainly wouldn't be where we are 00:54:31
22 without his intuitiveness and his 00:54:34
23 support. 00:54:36

24 MR. FRISCH: All right. 00:54:37

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1 Thank you, Mr. Smith, and we 00:54:38
2 appreciate everything staff has done. 00:54:40
3 But we're going to jump right into the 00:54:41
4 questions here. And we'll start just 00:54:43
5 before I get going, we're going to go 00:54:46
6 for a while here, and we have every 00:54:48
7 expectation that we have time for one 00:54:50
8 round of go backs, so my fellow board 00:54:52
9 members, while you're crafting your 00:54:55
10 section here, keep that in mind. We'll 00:54:58
11 begin with Ms. McLaughlin. 00:55:01
12 MS. MCLAUGHLIN: Thank you. I'm 00:55:07
13 just getting my video, so please don't 00:55:08
14 start the clock until the video is up. 00:55:11
15 Thank you. 00:55:15
16 I'm going to start with 00:55:16
17 questions right away. Mr. Smith, you 00:55:17
18 noted that in the current metrics that 00:55:21
19 you and superintendent proposed, it 00:55:23
20 would yield about 4300 potential 00:55:26
21 applicants that show the academic 00:55:29
22 aptitude. That's out of how many 00:55:33
23 eighth graders countywide? 00:55:36
24 MR. SMITH: That's currently 00:55:40

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1 approximately out of 13,000 eighth 00:55:41
2 graders countywide. 00:55:43

3 MS. MCLAUGHLIN: And is that 4300 00:55:46
4 for Fairfax County only? 00:55:49

5 MR. SMITH: That would be Fairfax 00:55:51
6 County students. So those would be the 00:55:52
7 students who meet the criteria based on 00:55:54
8 the data that we have before us today. 00:55:56

9 MS. MCLAUGHLIN: And how many 00:55:58
10 applications are you typically getting 00:55:59
11 each year right now to TJ out of 00:56:01
12 Fairfax County? 00:56:02

13 MR. SMITH: I'd have to let 00:56:05
14 Jeremy answer that question. I know 00:56:06
15 overall it's about 2500 and 3000, but 00:56:08
16 he may have the breakdowns on 00:56:11
17 specifically who came from Fairfax. 00:56:12

18 MR. SHUGHART: Ms. McLaughlin, 00:56:16
19 typically that's around 2000 students. 00:56:17
20 The last couple of years the numbers of 00:56:20
21 applicants have been about 2500. The 00:56:22
22 previous number of years was around 00:56:25
23 3000, so that has increased from that 00:56:27
24 number. 00:56:31

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1	MS. MCLAUGHLIN: Okay.	00:56:32
2	I do very much agree with	00:56:33
3	Mr. Smith, your characterization and I	00:56:35
4	guess in a very positive way, the	00:56:39
5	description of what we're all here for.	00:56:41
6	We want to maintain the high academic	00:56:43
7	standards of TJ, so it remains a	00:56:48
8	premier STEM high school in the nation,	00:56:49
9	but that we're also, along with the	00:56:52
10	heart of equity, so I want to begin	00:56:54
11	with my colleagues that I absolutely	00:56:57
12	embrace that, and I shared with you	00:56:59
13	after a decade experience in selective	00:57:01
14	college admissions, I absolutely	00:57:04
15	believe that Fairfax County can and	00:57:06
16	should have long ago achieved a magnet	00:57:08
17	STEM school that was both high	00:57:13
18	achieving and diverse. So I guess	00:57:16
19	where my concerns are honestly, I look	00:57:20
20	at the next step questions, and in	00:57:23
21	particular, Dr. Brabrand, I would	00:57:25
22	appreciate in the future and your	00:57:28
23	staff, that when we ask these next step	00:57:29
24	questions, please have staff embed the	00:57:32

1 links. On a number of my important 00:57:34
2 questions, say things like see the 00:57:36
3 September 25th memo to board members. 00:57:40
4 That doesn't help me, and it doesn't 00:57:43
5 help the public for ease of access of 00:57:44
6 information. The links should all be 00:57:47
7 there for any document you sent to us. 00:57:49
8 That -- that's very disappointing to 00:57:53
9 see that. 00:57:56

10 I also did not see 00:57:56
11 information about when we were looking 00:57:58
12 at unweighted GPAs, question 133. I 00:58:03
13 was surprised in that response that it 00:58:07
14 didn't provide the data to the 00:58:11
15 questions I asked, which is what's the 00:58:13
16 number of the percentage of applicants 00:58:15
17 who have a 3.5 unweighted GPA for the 00:58:19
18 2019 admissions class. The question 00:58:21
19 was completely not answered and doesn't 00:58:23
20 really allow me or other board members 00:58:26
21 and the public to understand why you've 00:58:29
22 developed this metric. So I think at 00:58:33
23 the heart of where the concern I hear 00:58:36
24 from the public is, very much a 00:58:38

1	commitment to equity, very much a	00:58:40
2	commitment to removing barriers, very	00:58:42
3	much a commitment to the tremendous	00:58:44
4	benefit of a diverse class, and I think	00:58:46
5	geographic focus is going to be part of	00:58:49
6	that piece and changing the way we do	00:58:51
7	holistic admissions. But what's	00:58:54
8	troubling to me is how you and your	00:58:56
9	team are defining what is high academic	00:58:59
10	achievement. I think only 4300	00:59:04
11	students with an unweighted 3.5 GPA	00:59:06
12	doesn't do that.	00:59:09
13	Thank you, Mr. Frisch. You	00:59:10
14	can put me on a go back.	00:59:11
15	MR. FRISCH: I will. Thank you.	00:59:13
16	MS. MCLAUGHLIN: I would like	00:59:14
17	that question (inaudible) from the	00:59:14
18	superintendent though.	00:59:18
19	MR. FRISCH: Yes.	00:59:20
20	MS. MCLAUGHLIN: So why were my	00:59:20
21	questions not answered and will we	00:59:22
22	count on getting the links and the	00:59:26
23	information (inaudible).	00:59:28
24	MR. SMITH: Yeah. Sure, sure.	00:59:30

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1 The links we can work on. I'm sorry 00:59:31
2 about that. That is something as we're 00:59:33
3 putting together this new approach, to 00:59:35
4 put it more on white paper, we can get 00:59:37
5 to the links. As far as the issue on 00:59:39
6 the number and percentage of the 3.5 00:59:42
7 unweighted, Jeremy, is that something 00:59:44
8 we can follow up on prior to the 00:59:46
9 board's final decision making, so they 00:59:48
10 can know that, that we were at a 3.0 00:59:51
11 and we moved it to the 3.5, and they're 00:59:54
12 just wanting to see the numbers and 00:59:55
13 percentages. 00:59:57
14 Is that something we can 00:59:58
15 provide? 01:00:00
16 MR. SHUGHART: Yes. I thought 01:00:00
17 that we did provide that, but in 01:00:02
18 looking at it, I think I misread what 01:00:03
19 the question was and provided different 01:00:05
20 information. 01:00:07
21 DR. BRABRAND: All right. 01:00:08
22 Jeremy, if we can get that to them this 01:00:09
23 week because I know Megan -- Ms. 01:00:11
24 McLaughlin and other board members 01:00:13

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1 would like that information prior to 01:00:14
2 making their final decisions. 01:00:15

3 MS. MCLAUGHLIN: Thank you so 01:00:20
4 much. 01:00:20

5 MR. FRISCH: Thank you, Dr. 01:00:21
6 Brabrand. 01:00:22

7 Ms. Keys-Gamarra? 01:00:22

8 MS. KEYS-GAMARRA: Thank you. 01:00:25
9 Give me a moment to get my camera on. 01:00:25

10 And thank you for this 01:00:29
11 opportunity. I think it's on. Let's 01:00:32
12 see. Okay. So I do thank you for this 01:00:36
13 presentation, and I will say that my 01:00:38
14 comments all center around the belief 01:00:41
15 that this has to be ongoing work. We 01:00:46
16 have to continue to get comment. I 01:00:49
17 think we have to hear from our new CEO, 01:00:52
18 our chief equity officer, and I would 01:00:55
19 like to outline some of the things that 01:01:00
20 I want to include personally, but also 01:01:04
21 I sent to all of my colleagues the 01:01:08
22 revisions of what I sent earlier today. 01:01:11
23 That does include comments, as I 01:01:13
24 mentioned earlier. So what I think -- 01:01:17

1 what are stickler points for me are I 01:01:20
2 absolutely believe we need school 01:01:24
3 representation. I do not believe that 01:01:26
4 regionally we can address the access 01:01:29
5 issues that we've discussed so 01:01:33
6 extensively without that. I do support 01:01:35
7 a lottery in so much as we get 01:01:38
8 sufficient information to understand 01:01:41
9 that it is actually working toward the 01:01:43
10 goals that we've identified with 01:01:46
11 modeling etc. and the input I 01:01:48
12 mentioned. And so I am providing the 01:01:50
13 e-mail -- my phone is ringing. I'm 01:01:55
14 sorry. And I hope to get comments from 01:01:59
15 my colleagues to build on the language 01:02:02
16 on that I've submitted. 01:02:04
17 For the purpose of the 01:02:06
18 public, the things that I've been able 01:02:10
19 to -- I think we already agree on are 01:02:12
20 legal compliance that would take into 01:02:16
21 account the Louden AG decision develop 01:02:18
22 -- that we would focus on developing 01:02:21
23 primitive measures to improve access to 01:02:24
24 FCPS -- was that the -- was that your 01:02:26

1	ice, Karl -- STEM program.	01:02:31
2	MR. FRISCH: Dually muted.	01:02:32
3	MS. KEYS-GAMARRA: I thought it	01:02:34
4	was the bell. I'm sorry. All right.	01:02:36
5	MR. FRISCH: We'll give you	01:02:39
6	another 15 seconds.	01:02:39
7	MS. KEYS-GAMARRA: Okay.	01:02:44
8	Acknowledge and support	01:02:45
9	improving diversity, that we consider	01:02:46
10	comments from MSAOC reports from the	01:02:49
11	last five years, that we acknowledge	01:02:51
12	the proposed changes would address	01:02:54
13	finding intellectually curious students	01:02:57
14	who would benefit from the STEM	01:02:59
15	environment, that the pool of students	01:03:00
16	should come from every school in FCPS,	01:03:03
17	that the board expects the CEO to	01:03:06
18	provide input, and that we would	01:03:08
19	receive regular input -- regular	01:03:10
20	reports on our progress.	01:03:12
21	So those are my comments,	01:03:13
22	and I just wanted to -- I wanted to	01:03:14
23	read that out so the public would know	01:03:16
24	that this is where I'm starting. I	01:03:17

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1	hope to build consensus with my	01:03:19
2	colleagues. This can be a resolution.	01:03:21
3	This can be a motion. But my goal is	01:03:23
4	to find those things that we agree on.	01:03:27
5	So thank you.	01:03:29
6	MR. FRISCH: Thank you, Ms.	01:03:33
7	Keys-Gamarra.	01:03:35
8	Dr. Anderson?	01:03:36
9	DR. ANDERSON: Okay.	01:03:38
10	Just getting my video on and	01:03:39
11	setting up my own personal timer.	01:03:42
12	MR. FRISCH: Dr. Anderson, your	01:03:45
13	mic is pretty muted.	01:03:46
14	DR. ANDERSON: Oh.	01:03:49
15	MR. FRISCH: There you go. Much	01:03:49
16	better.	01:03:50
17	DR. ANDERSON: Hello? Is that	01:03:50
18	better. I'm so sorry. I've been	01:03:52
19	struggling all day.	01:03:54
20	MR. FRISCH: We'll give you your	01:03:55
21	time back.	01:03:57
22	DR. ANDERSON: Thank you.	01:03:58
23	I'll be very quick because I	01:03:59
24	have some questions that I want to ask.	01:04:00

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1 Then I have some comments that I'd like 01:04:02
2 to make. One of the questions I have 01:04:05
3 is regarding one of the proposals, I 01:04:09
4 can't remember which one, I think it's 01:04:11
5 one, has a provision for the top one 01:04:13
6 hundred students. 01:04:16

7 Mr. Smith, can you speak 01:04:17
8 again as to how those students will be 01:04:19
9 evaluated, the top one hundred out of 01:04:21
10 the 550 seats? 01:04:24

11 MR. SMITH: Certainly. 01:04:26

12 And I have to apologize for 01:04:27
13 not being on earlier. My connections 01:04:28
14 were all a mess, and it was a frozen 01:04:30
15 screen with Ms. McLaughlin. So I'm 01:04:34
16 back on now. 01:04:36

17 We will be using the 01:04:38
18 holistic review for those students, so 01:04:41
19 as we've highlighted the holistic 01:04:44
20 review as part of the whole process 01:04:46
21 where we would review the top 550 01:04:49
22 students in the second proposal, we 01:04:51
23 would do that same thing in the lottery 01:04:54
24 to do a holistic review of the highest 01:04:57

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1 evaluated one hundred students, and 01:04:59
2 then provide them seats to the school. 01:05:03
3 And then do the lottery with the 01:05:05
4 remaining 450 students. 01:05:07

5 DR. ANDERSON: Thank you. 01:05:10

6 One of the things that has 01:05:10
7 been discussed and shared by so many of 01:05:12
8 the students who have testified and 01:05:14
9 written letters is the culture of TJ. 01:05:15
10 What concerns do you have regarding 01:05:18
11 this group, in my words, this selective 01:05:22
12 group, causing or creating a two tier 01:05:24
13 system in which that entire process 01:05:26
14 diminishes the culture. I'd like to 01:05:30
15 hear from you and maybe Dr. Bona, if 01:05:31
16 she's here with us, if she can speak to 01:05:36
17 that as well. 01:05:38

18 MR. SMITH: I know that Dr. Bona 01:05:39
19 is here, and she certainly would like 01:05:41
20 to speak to that. 01:05:43

21 What I can say from this 01:05:43
22 perspective of the admissions process 01:05:45
23 is that students would be aware of the 01:05:48
24 pathway by which they received entry to 01:05:51

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1	TJ, so we wouldn't let a student know	01:05:54
2	that you were chosen in the first one	01:05:57
3	hundred, and the others were chosen by	01:05:59
4	lottery or visa versa. Students would	01:06:02
5	simply get a letter of invitation of TJ	01:06:04
6	itself.	01:06:07
7	I'll let Dr. Bona talk about	01:06:08
8	the culture and the supports that are	01:06:10
9	currently in place at the school and	01:06:12
10	what will occur to support students	01:06:14
11	even greater.	01:06:16
12	DR. BONITATIBUS: Sure.	01:06:19
13	Hello. Madame Chair, Vice	01:06:20
14	Chair, school board members, and FCPS	01:06:23
15	leadership, thank you for the	01:06:25
16	opportunity to discuss TJ admissions	01:06:26
17	and we will continue to be focused on	01:06:29
18	all children belonging at TJ creating	01:06:31
19	that pairing and welcoming environment.	01:06:35
20	I believe that sometimes in the some of	01:06:38
21	the conversations that are being held	01:06:42
22	talking about the culture of TJ, I want	01:06:45
23	to make sure that our children and our	01:06:47
24	staff are seen as being highly	01:06:53

1	welcoming collaborative in nature, our	01:06:56
2	older students do a tremendous job of	01:07:00
3	taking the younger students under their	01:07:02
4	wing and mentoring them. And that does	01:07:04
5	not go without saying we can continue	01:07:07
6	to benefit from professional	01:07:10
7	development, so that way we can	01:07:12
8	understand the challenges that all	01:07:14
9	students bring to our school in terms	01:07:16
10	of inclusivity and that our students as	01:07:20
11	well can benefit from developing that	01:07:23
12	understanding, and so we just recently	01:07:26
13	implemented some new goals into our	01:07:28
14	school improvement, and innovation	01:07:29
15	plan. We have an equity team that is	01:07:32
16	working very hard on developing some	01:07:34
17	actions that will help toward those	01:07:37
18	pieces, and ultimately I'm confident	01:07:40
19	that through our curriculum and	01:07:42
20	programming, that our students will be	01:07:44
21	supported each and every day, we'll be	01:07:47
22	meeting the students where ever they	01:07:49
23	are in developing their talent along	01:07:51
24	the way. Thank you.	01:07:54

1 DR. ANDERSON: My other question 01:07:55
2 is regarding teacher recommendations. 01:07:56
3 I know we've talked about this quite a 01:07:58
4 bit and Dr. Bon, please don't go. I'd 01:08:00
5 like for you to speak to that as well. 01:08:02
6 There's a lot of conversation. I know 01:08:04
7 this firsthand as somebody who spent so 01:08:05
8 many years in a school in terms of the 01:08:08
9 pressure that can be placed upon 01:08:10
10 teachers by parents for 01:08:12
11 recommendations. I see this as a 01:08:14
12 double-edged sword. It's an 01:08:15
13 opportunity for teachers to recognize 01:08:17
14 some students who may not otherwise 01:08:19
15 have the opportunity, but it's also an 01:08:23
16 opportunity for -- for that to be 01:08:25
17 subject to parent pressure, or maybe 01:08:27
18 even some gate keeping. One of the 01:08:29
19 things I believe I heard as we engage 01:08:31
20 in the discussion is how even teachers 01:08:33
21 at TJ are able to at least predict 01:08:36
22 where the teachers recommendations are 01:08:40
23 coming from depending on the amount of 01:08:41
24 these recommendations that are written 01:08:44

1 by various schools. 01:08:45

2 Can you speak to that a 01:08:46

3 little bit, Dr. Bona, please? 01:08:47

4 DR. BONITATIBUS: To be honest, I 01:08:54

5 have not been part of any of the TJ 01:08:55

6 admissions process that looks at the 01:08:57

7 application packets or looks at the 01:08:59

8 letters. There are certainly community 01:09:04

9 sentiments that go both ways, as you 01:09:06

10 pointed out. Teachers do know their 01:09:07

11 students best, and we also know that in 01:09:09

12 some cases, some teachers and some 01:09:13

13 schools know our school, and they know 01:09:16

14 TJ and the programs at TJ better than 01:09:18

15 teachers at other places. And so when 01:09:21

16 it comes down to an individual teacher 01:09:25

17 writing a recommendation, some of the 01:09:28

18 people that I've spoken to who served 01:09:31

19 on some of the selection committees, 01:09:33

20 and maybe even Mr. Shugart can even 01:09:34

21 speak to this as well, some will say 01:09:36

22 that some teachers are very well versed 01:09:40

23 in writing the letters, where others 01:09:41

24 may not be. And potentially that would 01:09:43

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1 impact. But again I can't speak 01:09:46
2 specifically. Mr. Shugart perhaps has 01:09:48
3 a better understanding of that. 01:09:51

4 DR. ANDERSON: Mr. Shugart, did 01:09:55
5 you want to add to this? I'm so sorry, 01:09:56
6 Mr. Frisch. 01:09:57

7 MR. FRISCH: He's welcome to 01:10:03
8 reply. 01:10:05

9 MR. SHUGHART: Sure. 01:10:06

10 So in terms of the teacher 01:10:06
11 recommendations, certainly what Dr. 01:10:07
12 Bona is sharing is true, you know, 01:10:11
13 this -- we do see that the teachers 01:10:15
14 generally, just taking a step back, 01:10:17
15 teacher recommendations come in, in two 01:10:18
16 forms, for our freshman class, which we 01:10:22
17 are discussing today. We have some 01:10:24
18 requirements for the students. It's 01:10:26
19 either a seventh or eighth grade 01:10:28
20 teacher of math or science and it's a 01:10:29
21 teacher of choice they have to wrote 01:10:32
22 the recommendations. 01:10:35

23 In terms of the 01:10:36
24 recommendations themselves, we do find 01:10:38

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1 that schools that have high -- students 01:10:42
2 with a large amount of interest, 01:10:45
3 there's a level of experience in terms 01:10:48
4 of writing recommendations, and that 01:10:50
5 might be different from either a school 01:10:53
6 who has fewer students who are 01:10:55
7 interested in TJ or historically been 01:10:58
8 interested, as well as teachers that 01:11:00
9 have experience from writing 01:11:03
10 recommendations over many years. 01:11:04

11 And so one of things that we 01:11:06
12 do from an evaluation standpoint is 01:11:08
13 look at that from a unbiased viewpoint 01:11:12
14 of trying not to penalize students in 01:11:16
15 terms of teacher experience in writing 01:11:18
16 recommendations. That's how the 01:11:20
17 recommendation itself is designed, is 01:11:22
18 to try to illicit information about 01:11:24
19 what their actual experiences are with 01:11:27
20 the students as opposed personal 01:11:30
21 statements about, you know, individual 01:11:33
22 strength or something along those 01:11:37
23 lines. 01:11:39

24 DR. ANDERSON: How do you deal 01:11:40

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1 with it then if it has to acquire a 01:11:40
2 recommendation from -- I think you say 01:11:43
3 the math or science teacher, and one 01:11:46
4 other of choice, when that required 01:11:47
5 teacher, what if there's a conflict 01:11:49
6 there between teacher and student and 01:11:52
7 the recommendation is not what it 01:11:54
8 possibly could be? 01:11:57

9 MR. SHUGHART: So the students 01:11:58
10 have an option for the math/science, 01:12:00
11 they have an option of four different 01:12:04
12 teachers to be able to make that 01:12:06
13 choice. And the teacher themselves 01:12:08
14 also have the ability to refuse to 01:12:09
15 write the recommendation and allow the 01:12:11
16 student to have the opportunity to ask 01:12:13
17 another teacher. And so that does 01:12:15
18 happen from time to time where a 01:12:17
19 teacher can decline the offer to write 01:12:21
20 the recommendation. 01:12:23

21 The other piece that we talk 01:12:25
22 about with students is thinking about 01:12:26
23 and how to engage in that conversation 01:12:30
24 with the teachers about writing the 01:12:32

1 recommendations, and why and who would 01:12:33
2 be the ones that we are requesting 01:12:36
3 recommendations for, and we also want 01:12:38
4 to be sure that teachers have an 01:12:42
5 opportunity to be open and honest about 01:12:43
6 the recommendation. And so that that 01:12:45
7 way, we're trying to keep bias out of 01:12:47
8 the recommendations from a teacher 01:12:51
9 perspective, but you know, and kind of 01:12:54
10 that impact within there. And I hope 01:12:57
11 that answered your question. And I'm 01:12:59
12 sorry, if I didn't, I can certainly try 01:13:01
13 to help clarify. 01:13:02

14 DR. ANDERSON: I'm going to spend 01:13:04
15 the remainder of my time kind of 01:13:06
16 sharing where I am. I am in support of 01:13:08
17 the merit lottery because I think many 01:13:10
18 of the things that Mr. Shugart has said 01:13:13
19 regarding bias, I think this is a way 01:13:14
20 for us to have some neutrality in terms 01:13:17
21 of this process. 01:13:19

22 If all students are eligible 01:13:20
23 in meeting those requirements, I see 01:13:22
24 that there's space here for us to use 01:13:25

1 that merit lottery to help determine 01:13:27
2 who does come into TJ. We have a 01:13:30
3 number of schools, and some folks sent 01:13:32
4 us some data regarding how many of the 01:13:34
5 top 50 schools in the US that are 01:13:37
6 utilizing a merit lottery system -- it 01:13:42
7 is a merit lottery. It still has a 01:13:43
8 level of exclusivity, and students 01:13:44
9 qualify. It's not every student. 01:13:46
10 I do want to say it gives me 01:13:49
11 nothing but heartburn to hear about 01:13:51
12 the -- the top one hundred, the top 01:13:54
13 tier. That doesn't sit with me for a 01:13:56
14 number of reasons, particularly the 01:13:58
15 culture I think that can come out of 01:14:02
16 that, even though I know it's well 01:14:03
17 intended. And also, I am not -- I am 01:14:05
18 not in favor of a weighted GPA, so I 01:14:09
19 want to be sure that is highlighted. 01:14:11
20 I'm not in favor of an approach that 01:14:14
21 does not come down to a lower level 01:14:17
22 besides the region. In region two, 01:14:20
23 where I -- where I am, we are in our 01:14:24
24 (inaudible) schools are in competition 01:14:27

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1	with schools that essentially turn out	01:14:29
2	hundreds of kids over the course of	01:14:32
3	five years while our schools have very	01:14:34
4	few. So I need --	01:14:37
5	MR. FRISCH: Your bell rang.	01:14:40
6	DR. ANDERSON: Oh, I'm so sorry.	01:14:41
7	I didn't hear the bell. Please, place	01:14:41
8	me on a go back, but thank you. I	01:14:44
9	apologize for that.	01:14:45
10	MR. FRISCH: Will do. Thank you.	01:14:46
11	Ms. Cohen?	01:14:49
12	MS. COHEN: All right. Thanks.	01:14:52
13	I appreciate following Dr. Anderson as	01:14:53
14	usual. I still have -- to use her	01:14:56
15	word, a lot of heartburn over the idea	01:15:01
16	that we've gotten rid of teacher	01:15:04
17	recommendations. I think in particular	01:15:05
18	as -- I think as we start looking at	01:15:09
19	this process, and you all referenced	01:15:12
20	Dr. Plucker. Dr. Plucker did not say	01:15:14
21	that we should get rid of teacher	01:15:18
22	recommendations. The conversation is	01:15:19
23	about overreliance as a system on	01:15:22
24	gibbers in our AP level for centers	01:15:24

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1 process. But not -- not an indictment 01:15:29
2 of teacher recommendations. And so I 01:15:32
3 did see in some of the documentation 01:15:35
4 that the school board voted against 01:15:36
5 teacher recommendations. And that is 01:15:38
6 not accurate. This board voted to 01:15:40
7 remove the fee, we voted to remove the 01:15:43
8 test, but that -- that was as granular 01:15:47
9 as we got. So I would definitely like 01:15:50
10 to see that corrected because that's 01:15:52
11 not accurate. 01:15:54
12 You know, I feel just as we 01:15:57
13 have for a lot of scholarship programs 01:15:58
14 that we use, there are ways to 01:16:01
15 structure teacher recommendations, that 01:16:03
16 you give them, you know, more 01:16:05
17 opportunities to use a point system, 01:16:08
18 and a small level that gives some sort 01:16:11
19 of teacher response that is unfiltered. 01:16:14
20 And we use it in all different kinds of 01:16:19
21 ways, so I don't -- I don't agree that 01:16:22
22 we have gotten rid of teacher recs, and 01:16:26
23 I'm hoping that we'll decide to include 01:16:27
24 those. 01:16:32

1 Another piece for me that I'd 01:16:32
2 love to have someone speak to is why the 01:16:34
3 maximum cap and not a minimum cap when we 01:16:37
4 look at our regional pathway approach? 01:16:41

5 DR. BRABRAND: Marty, do you 01:16:51
6 think you can address the maximum, 01:16:51
7 minimum cap piece. And as far as 01:16:54
8 teacher recommendations, Ms. Cohen, 01:16:56
9 we're here today at this workstation to 01:16:59
10 hear the feedback from the board, and 01:17:00
11 if in the end, teacher recommendations 01:17:02
12 is something this board believes needs 01:17:05
13 to be re-added back into the process, 01:17:07
14 we certainly can -- we can certainly 01:17:09
15 hear that feedback and incorporate that 01:17:12
16 in any of the two final proposals. 01:17:14

17 Marty or Jeremy, can you 01:17:18
18 talk about the cap as a maximum verses 01:17:19
19 the minimum? I think I know the 01:17:21
20 answer, but I think you could express 01:17:23
21 it better than myself. 01:17:26

22 MR. SMITH: So Jer -- I know 01:17:28
23 Jeremy worked very closely in previous 01:17:29
24 iterations of the process to establish 01:17:34

1 caps, and there are a variety of ways 01:17:36
2 of looking at caps in terms of ensuring 01:17:39
3 that we don't go over a particular 01:17:42
4 amount, and when you look at the 01:17:44
5 minimum caps, I'll let Jeremy speak a 01:17:48
6 little bit more about that. 01:17:51

7 MR. SHUGHART: Okay. 01:17:58

8 And so when we went through 01:17:59
9 the cap approach, what we were looking 01:18:00
10 for was maximums, was an idea to be 01:18:03
11 able to provide some -- more geographic 01:18:07
12 representation. That's the reason why 01:18:09
13 we went to a regional approach. And 01:18:12
14 I'm sorry. My video is taking forever 01:18:14
15 to start back up here. So that's why 01:18:16
16 we went to the regional approach. 01:18:18
17 There is information, and I know 01:18:20
18 there's some other board questions 01:18:23
19 about individual school level caps and 01:18:25
20 so in the -- in the research paper, 01:18:29
21 there's also a table in there about the 01:18:31
22 school level caps in Fairfax County as 01:18:33
23 well. You can certainly reference 01:18:35
24 those. 01:18:37

1 In looking at the minimums, 01:18:38
2 we didn't approach it from a minimum 01:18:40
3 standpoint of saying there's a minimum 01:18:43
4 number of students coming from each 01:18:45
5 school. Looking at it from a cap 01:18:47
6 approach, we were also looking at the 01:18:49
7 kind of idea of getting, you know, of 01:18:51
8 pushing it out this way. So there was 01:18:55
9 kind of a where we were historically 01:18:58
10 until this point in time. There was no 01:19:00
11 caps on the individual school. There 01:19:02
12 were caps established for participating 01:19:06
13 jurisdictions, but there was -- in kind 01:19:08
14 of taking that same level of caps that 01:19:10
15 we have used in the past and placing it 01:19:12
16 within our regions, and then kind of 01:19:15
17 reassessing and kind of configuring 01:19:17
18 that down with the goal to help 01:19:21
19 distribute more regional or geographic 01:19:23
20 representation. And we haven't really 01:19:27
21 looked at it from the bottom up saying 01:19:29
22 there's minimums that absolutely had to 01:19:31
23 be required. Some of that, and it 01:19:34
24 might be something where John -- John 01:19:36

1 Foster can talk about in terms of, you 01:19:39
2 know, minimums and things of that 01:19:42
3 nature of what were requiring at 01:19:43
4 certain places. 01:19:45

5 MR. SMITH: And I will also add 01:19:47
6 that when we were looking at the 01:19:48
7 initial proposal, we were looking at a 01:19:49
8 lottery process, and with that lottery 01:19:52
9 process, we were looking at the overall 01:19:54
10 number of students who could get in by 01:19:57
11 any particular pathway. 01:19:59

12 And so in looking at the 01:20:01
13 first approach, it was how many 01:20:03
14 students could get in from a particular 01:20:06
15 pathway based on the lottery, and then 01:20:07
16 not taking another look at that as we 01:20:10
17 looked at the holistic approach. 01:20:12

18 MS. COHEN: I think that's a 01:20:16
19 concern. Is if we settle, you know, 01:20:17
20 and I think we all agreed, what we 01:20:20
21 truly have is an application problem 01:20:22
22 here. And we're kind of trying to 01:20:24
23 change the admissions process in the 01:20:27
24 hopes that that is not yet another 01:20:29

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1 barrier, but we recognize we have much 01:20:33
2 a harder job, which this is to figure 01:20:35
3 out why are kids not applying to TJ. 01:20:37

4 And so my worry is when we 01:20:40
5 look at a maximum, the whole goal has 01:20:43
6 been to give kids an opportunity to go 01:20:46
7 who haven't had the opportunity before. 01:20:48
8 And so -- but the goal was never to 01:20:52
9 punish kids for whom that has always 01:20:55
10 seen as a pathway. And so you know, my 01:20:58
11 worry is, I look at my regions, which 01:21:01
12 are pretty significantly 01:21:03
13 underrepresented, and I will tell you, 01:21:04
14 the enthusiasm to apply to TJ and many 01:21:08
15 places is not there. And so my worry 01:21:11
16 is when we look at these maximums, 01:21:13
17 instead of making smaller minimums that 01:21:18
18 kind of look proportionately, I just 01:21:20
19 want to make sure what we're 01:21:22
20 unintentionally doing is trying to 01:21:24
21 really push kids, who don't have a 01:21:27
22 comfort level. Sorry -- 01:21:30

23 MR. FRISCH: Finish out your 01:21:32
24 thought, Ms. Cohen. 01:21:32

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1 MS. COHEN: I would love us to 01:21:39
2 relook at that if we go this holistic 01:21:40
3 approach, it does maybe that make more 01:21:43
4 sense. 01:21:46

5 And Mr. Frisch, if you'll 01:21:47
6 kindly add me for a go back as well. 01:21:48

7 MR. FRISCH: Sure. 01:21:50

8 MR. SMITH: And that's as just a 01:21:50
9 brief follow-up to that, I can say that 01:21:51
10 when we look at caps, it does go hand 01:21:53
11 and hand with a recruitment process. 01:21:56
12 We talked about increasing that 01:21:59
13 pipeline, and certainly wouldn't want 01:22:00
14 to put students or assign students -- 01:22:03
15 invite students to TJ, who didn't want 01:22:06
16 to be part of the process or didn't 01:22:09
17 feel they would be successful. And so 01:22:13
18 in looking at those caps, it's not a 01:22:15
19 cap in the sense of we must have this 01:22:18
20 number of students from the particular 01:22:22
21 school as much as it is this would be 01:22:24
22 the greatest number of students we 01:22:28
23 could have if there was interest in 01:22:30
24 going to TJ. 01:22:32

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1 MS. COHEN: Mr. Frisch, may I 01:22:35
2 just follow up to ask what happens -- 01:22:36
3 will you walk us through what happens 01:22:39
4 if those maximums are not met? 01:22:41

5 MR. FRISCH: You're going to have 01:22:43
6 to hold that for your go back. I'm 01:22:47
7 sorry, Ms. Cohen. But you'll have 01:22:47
8 plenty of time to come up with a great 01:22:50
9 answer, Mr. Smith. 01:22:53

10 All right. Up next we've 01:22:55
11 got Ms. Tholen. 01:22:57

12 MS. THOLEN: Well, I'm very happy 01:23:00
13 to follow Ms. Cohen. If you want to 01:23:02
14 answer her question, (inaudible) train 01:23:05
15 of thought. I have the same question 01:23:07
16 about why not a minimum verses a 01:23:10
17 maximum, so you've talked about that. 01:23:15
18 And I think what I'm understanding is 01:23:18
19 that when you look at the lottery, it 01:23:20
20 makes sense to perhaps look at the -- 01:23:23
21 by region, a maximum number of students 01:23:25
22 that would be accepted through the 01:23:28
23 lottery process. If we're moving -- if 01:23:29
24 we have more of a holistic view of the 01:23:31

1 students, you know, I've seen concern 01:23:33
2 that we're starting with schools right 01:23:38
3 now, that have very few students that 01:23:39
4 have applied over the last several 01:23:41
5 years, and we don't necessarily have 01:23:43
6 maybe a clear understanding of why. 01:23:45
7 How do we get those students to apply? 01:23:47
8 And how do we, you know, have them be 01:23:49
9 successful at TJ? So perhaps having -- 01:23:53
10 starting with a minimum number of 01:23:56
11 students might make more sense and then 01:23:58
12 Laura Jean was asking how -- you were 01:24:00
13 saying with the maximum number, if the 01:24:04
14 school didn't have that number of 01:24:06
15 students, how then would you move 01:24:08
16 forward? 01:24:10
17 Does that make sense? 01:24:11
18 MR. SMITH: Yes. 01:24:13
19 And so I'm going to ask Mr. 01:24:14
20 Shugart to talk about how we would go 01:24:17
21 through and identify students through 01:24:20
22 either of the pathway approaches, but 01:24:23
23 it's merely looking at those students, 01:24:25
24 if you look at the holistic approach, 01:24:27

1 it's looking at those students who are 01:24:29
2 the most highly evaluated, and going 01:24:30
3 through and bringing those students 01:24:33
4 into the process based on their pathway 01:24:35
5 and how highly they were evaluated. 01:24:37
6 Again, we couldn't create 01:24:41
7 students or add students to a 01:24:42
8 particular applicant pool if there were 01:24:44
9 no students to apply for that 01:24:46
10 particular school. So then we just go 01:24:47
11 to the next highest student on the 01:24:49
12 list. That's how we go through, and 01:24:52
13 Mr. Shugart, if you can certainly 01:24:54
14 verify that, that would be great. 01:24:56
15 MR. SHUGHART: Absolutely. 01:24:59
16 So -- so to the process -- 01:25:01
17 and I guess to try to explain the 01:25:05
18 process in greater detail, to explain 01:25:06
19 how that would work, is as we would go 01:25:08
20 through both from a -- in both 01:25:11
21 processes, you're looking at the 01:25:16
22 specific numbers -- again, whether this 01:25:17
23 is by the region or by the individual 01:25:19
24 school. And so what we're saying is 01:25:21

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1 that we know based the number of seats 01:25:23
2 available, this is the number of seats 01:25:26
3 that are going to come from this 01:25:27
4 particular region or school depending 01:25:29
5 on which one we go with. 01:25:31

6 Once a particular -- as we 01:25:34
7 go through the evaluation process, 01:25:36
8 we're looking at the strength of an 01:25:38
9 individual student's application, and 01:25:39
10 that was really truly the same prior to 01:25:41
11 this point in time as well. And so 01:25:44
12 what you look at is, is the level of 01:25:47
13 strength of applications. With 01:25:49
14 students with the strongest 01:25:51
15 applications, were the students that 01:25:52
16 were offered. And you work your way 01:25:53
17 down until you hit the maximum number 01:25:56
18 of seats available that we can even 01:25:58
19 offer, and the next grouping of 01:26:01
20 students was placed in the wave pool 01:26:02
21 and other students were not offered at 01:26:04
22 all. 01:26:07

23 What we're using now is a 01:26:07
24 very similar model to that, is we're 01:26:09

1 looking at the it from a regional 01:26:12
2 perspective, as opposed to an unlimited 01:26:14
3 number of students for Fairfax County 01:26:16
4 and in other areas we used in the past, 01:26:19
5 we're now implementing a maximum number 01:26:22
6 of students that can come from a 01:26:24
7 particular area. What that in essence 01:26:25
8 does is it guarantees that each region 01:26:28
9 will have that number of students that 01:26:30
10 are coming from the particular region 01:26:32
11 being offered admissions. 01:26:35

12 Now, obviously one of the 01:26:37
13 things -- and we talked about this or 01:26:39
14 shared previously, and I believe it's 01:26:42
15 in the research paper in terms of 01:26:43
16 processes is if a particular region 01:26:45
17 does not have enough students that are 01:26:50
18 remaining to fill the number up to the 01:26:52
19 cap, then it would go to -- it would go 01:26:55
20 to the next students with the highest 01:26:58
21 level of strength, which would maybe 01:27:01
22 put one more particular region or area 01:27:03
23 above their cap because we're still 01:27:06
24 looking to maintain that 550 seats 01:27:08

1 within the school. 01:27:12

2 I will add that in looking 01:27:15

3 at all this from a modeling standpoint, 01:27:17

4 and looking at it over a historical 01:27:19

5 number of applicants, one of things 01:27:21

6 that we have is that we know even 01:27:24

7 within the last handful of years, we're 01:27:28

8 still at 2500 applicants. That is well 01:27:30

9 in excess of the 550 seats we're 01:27:33

10 proposing. When we look at that from a 01:27:36

11 regional standpoint, or individual 01:27:39

12 school standpoint, we're still 01:27:42

13 exceeding the number of seats that are 01:27:43

14 available based on the number of 01:27:46

15 students that have applied in the past. 01:27:48

16 So we don't -- we're not looking at 01:27:50

17 this from saying that we believe -- 01:27:51

18 that based upon the evidence that we've 01:27:54

19 had leading up until this point in 01:27:56

20 time, we would not have enough students 01:27:58

21 applying from any of these regions to 01:28:00

22 meet the minimums -- I'm sorry -- to 01:28:04

23 meet the caps. So I thank you for the 01:28:06

24 warning. Thank you. 01:28:07

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1 MR. FRISCH: You're welcome. Ms. 01:28:09

2 Tholen? 01:28:11

3 MS. THOLEN: Okay. 01:28:12

4 So I would just like to say, 01:28:12

5 you know, I think it's worth taking a 01:28:17

6 look at that minimum number, maybe as a 01:28:19

7 way to approach it. If we -- if we end 01:28:21

8 up leaning toward the holistic view and 01:28:24

9 I also have (inaudible) Ms. Cohen to 01:28:28

10 talk, about and maybe in my view as a, 01:28:30

11 you know, as a middle school science 01:28:33

12 teacher and a trainer of many middle 01:28:36

13 school science teachers, you know, I 01:28:38

14 really do feel particularly in those 01:28:41

15 schools that have not historically sent 01:28:43

16 students, that those teachers are 01:28:48

17 really in a fantastic position to help 01:28:50

18 us find those students, so they should 01:28:52

19 definitely be included in the outreach 01:28:54

20 program, but their recommendations for 01:28:56

21 these students would be key to finding 01:28:59

22 the students that we're looking for. 01:29:02

23 And as Laura Jean was 01:29:04

24 talking about a little, there's a lot 01:29:07

1 of ways to do teacher recommendations. 01:29:09
2 I would probably advise during this 01:29:11
3 time, given the workload that our 01:29:12
4 teachers have as well, to streamline 01:29:14
5 the teacher recommendation process 01:29:17
6 significantly, but not to take it out 01:29:19
7 of out of the application process. 01:29:23

8 A couple of other questions 01:29:27
9 that I had, one question I just wanted 01:29:29
10 to ask, I understand that you know, 01:29:33
11 you're upping that class number to 550, 01:29:35
12 which I -- I'm one of the people who is 01:29:39
13 super, super sensitive of capacity 01:29:42
14 numbers, given where I sit in the 01:29:43
15 county. And so I understand strongly 01:29:47
16 the difference between, you know, that 01:29:49
17 square footage in the building and how 01:29:51
18 many people you can fit in per square 01:29:52
19 footage and your programmatic use of 01:29:54
20 the building. I would just like to 01:29:56
21 just get a little bit of reassurance 01:29:59
22 that even if we open up this number to 01:30:01
23 550, which you know, I would be a 01:30:04
24 proprietor of, we're not effecting the 01:30:06

1 programs at TJ by adding an additional 01:30:09
2 70 students. 01:30:12

3 MR. SMITH: I'd like Mr. 01:30:15
4 (inaudible) to weigh in on some of that 01:30:15
5 with regard to capacity, and also Dr. 01:30:17
6 Bona with the current capacity within 01:30:20
7 the school. TJ is our only building 01:30:23
8 where we have a set number of students 01:30:25
9 in each freshman class, and so they can 01:30:29
10 certainly weigh in and provide some 01:30:33
11 input. 01:30:35

12 MS. THOLEN: Yes. I think my 01:30:36
13 question is less capacity, and just by 01:30:36
14 square footage, so I really love to 01:30:39
15 hear from the principal, on if she's 01:30:41
16 got another 70 students, how that will 01:30:45
17 affect the programs she runs at TJ. 01:30:46

18 MR. FRISCH: We'll get an answer 01:30:50
19 on that, Ms. Tholen, I don't know if 01:30:51
20 you heard, but your bell did go. So 01:30:52
21 let's get an answer from Principal Bona 01:30:53
22 and then we'll go from there. 01:30:56

23 DR. BONITATIBUS: Thank you. 01:31:01
24 That's a great question. 01:31:01

1 Because square footage does not always 01:31:02
2 translate into instructional programs, 01:31:04
3 and one of the things that we know at 01:31:08
4 TJ is that we do have a lot of extra 01:31:09
5 square footage. Part of it is because 01:31:13
6 of the size of our research labs, that 01:31:15
7 are twice the size of traditional labs, 01:31:16
8 so that square footage can be a bit 01:31:19
9 misleading about how much space is 01:31:22
10 actually in the building. And 01:31:23
11 (inaudible) areas that we use for 01:31:26
12 instructional flexibility, and so those 01:31:28
13 adjunct classroom kinds of spaces and I 01:31:31
14 do feel comfortable that we (inaudible) 01:31:35
15 that capacity to about two thousand, 01:31:38
16 and do so comfortably. If we increased 01:31:43
17 it much beyond that, I do have concerns 01:31:46
18 of the feeling of overcrowdedness, and 01:31:49
19 lack of flexibility in some of the 01:31:52
20 spaces. We do have to recognize that 01:31:57
21 any time, of course, that you're 01:31:58
22 increasing the capacity, there would 01:32:00
23 have to be budgetary support for 01:32:02
24 additional teachers that would be added 01:32:04

1 to the program. And I would definitely 01:32:06
2 want to put in a plug to be able to say 01:32:09
3 that where some have the impression 01:32:11
4 that oh, well, the school does get 01:32:14
5 extra money just for being a Governor's 01:32:17
6 school, we should not use that granted 01:32:19
7 money to supplant the normal process, 01:32:21
8 the normal staffing process that every 01:32:24
9 school is able to receive. 01:32:26
10 And in another piece, I 01:32:30
11 would like to be able to mention, when 01:32:32
12 we were talking about the increasing 01:32:35
13 capacity is that when we're looking at 01:32:36
14 specialized learner centers, our goal 01:32:39
15 typically is to keep those classroom 01:32:42
16 sizes a bit smaller. And at TJ, we've 01:32:45
17 been able to keep them slightly smaller 01:32:48
18 on average, maybe two to three students 01:32:50
19 smaller, compared to a typical high 01:32:53
20 school, but when we're talking about 01:32:57
21 highly able learners, or developing the 01:32:58
22 talent of highly able learners, putting 01:33:01
23 33 to 35 kids in the classroom just 01:33:04
24 because we can, I don't think 01:33:07

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1 necessarily meets the needs of 01:33:09
2 specialized programs. So I would 01:33:11
3 strongly recommend that when we're 01:33:15
4 looking at capacity, we cap it at 2000. 01:33:19
5 Anything beyond that, I think could 01:33:23
6 really be a stretch for our school. 01:33:25

7 MS. THOLEN: Thank you. 01:33:28

8 MR. FRISCH: Up next we have 01:33:30
9 Ms. Corbett Sanders. 01:33:33

10 I expect (inaudible). 01:33:42

11 MS. CORBETT SANDERS: Yeah. 01:33:47

12 Just briefly on the capacity 01:33:48
13 piece as somebody, as many people know 01:33:50
14 in my region and elsewhere in the 01:33:53
15 county, a lot of our schools have more 01:33:54
16 students in them than the capacity, so 01:33:57
17 I appreciate Ms. Bona wanting to have a 01:33:59
18 lower amount of -- a higher amount of 01:34:02
19 square footage, but I think that that's 01:34:05
20 an equity issue. 01:34:08

21 Regarding some of the 01:34:10
22 comments that have been made today, 01:34:11
23 there was a statement that said 01:34:14
24 collectively -- there was collectively 01:34:18

1 in talking to people, lotteries would 01:34:20
2 be a way to address a hybrid model -- 01:34:22
3 lottery would be a way to address some 01:34:24
4 of the concerns about the enrollment 01:34:27
5 class. I think that's interesting in 01:34:29
6 how it's phrased. It's would be a way. 01:34:32
7 There are other ways. And so I do want 01:34:35
8 to say I continue to be concerned about 01:34:38
9 the lotteries because of what's been 01:34:40
10 shown at schools across the country 01:34:43
11 that have used lotteries and the 01:34:45
12 attrition associated with it. I have 01:34:48
13 some particular questions regarding the 01:34:50
14 regional pathways that were discussed 01:34:54
15 because what is not listed here is the 01:34:56
16 number of students in a region that may 01:34:59
17 currently attend a private school or 01:35:02
18 are military connected. And so in my 01:35:05
19 region in particular, we have a number 01:35:08
20 of student who is transfer from the 01:35:10
21 military and from private schools when 01:35:12
22 they're ready to go to high school, so 01:35:14
23 I think those numbers by region should 01:35:16
24 be looked at. Looking at who you 01:35:20

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1 reached out to, I would like to better 01:35:22
2 understand what outreach was done with 01:35:24
3 the business community because they had 01:35:27
4 been longstanding partners of ours, and 01:35:30
5 so if we could make sure we do do some 01:35:32
6 outreach there, if at all, if we 01:35:36
7 haven't done so. I will advocate for a 01:35:38
8 school by school approach to this, 01:35:43
9 rather than a regional approach based 01:35:46
10 very similar to what Ms. Or Dr. 01:35:49
11 Anderson stated. And perhaps one of 01:35:51
12 the things we might look at is having a 01:35:53
13 minimum number over students per school 01:35:56
14 and a maximum number by region. 01:35:58
15 And with that, those are my 01:36:01
16 comments, and I look forward to a 01:36:02
17 robust discussion and would like some 01:36:05
18 feedback on some of the comments and 01:36:06
19 questions I have posed. 01:36:08
20 MR. SMITH: Ms. Corbett Sanders, 01:36:11
21 when you asked about the business 01:36:12
22 community, we actually have some 01:36:14
23 meetings scheduled with the business 01:36:16
24 community, and working through the 01:36:17

1 foundation, working very closely with 01:36:19
2 Ms. Murphy, who is the director of the 01:36:23
3 foundation. There's been interest in 01:36:25
4 the business community, so she's 01:36:27
5 working to poll together some leaders 01:36:29
6 so that we can have continue -- 01:36:32
7 continued discussion around TJ and the 01:36:34
8 admissions process and the overall 01:36:36
9 admission of TJ. We did not include 01:36:38
10 them as part of the admissions process, 01:36:40
11 but again, we do have plans to meet 01:36:42
12 with them as part of the process. 01:36:48
13 MS. CORBETT SANDERS: Thank you, 01:36:51
14 Mr. Smith. And I appreciate that. I 01:36:52
15 would just suggest in the future since 01:36:54
16 when TJ was established in 1985, the 01:36:56
17 critical linchpin was that -- that 01:37:00
18 collaboration and partnership with the 01:37:03
19 business community, so prioritizing 01:37:05
20 that is important. And I would expect 01:37:09
21 that the business community is very 01:37:12
22 similar to, you know, the corporation I 01:37:13
23 left as -- retired from, which 01:37:17
24 recognized that the more diverse of an 01:37:20

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1 employment base or the more diverse of 01:37:24
2 a student body, the better because that 01:37:27
3 leads to more creativity and 01:37:31
4 innovation. So I just want to make 01:37:33
5 sure we include that. 01:37:35

6 What about my other 01:37:36
7 questions? 01:37:39

8 MR. SHUGHART: Mr. Smith, I can 01:37:41
9 talk about a little bit about the 01:37:43
10 private schools if you want me to. 01:37:44

11 So Ms. Corbett Sanders, in 01:37:48
12 terms of the private school and the 01:37:50
13 private school approach, what that is 01:37:52
14 looking at is similar to the way that 01:37:54
15 we look at the students that are 01:37:57
16 attending the public schools, it's 01:37:59
17 based upon the residency. So it would 01:38:00
18 be looking at the residency from a 01:38:02
19 regional standpoint based on where the 01:38:04
20 student actually resides. So while 01:38:07
21 private schools may cross 01:38:09
22 jurisdictional bounds, or even cross 01:38:11
23 the regions within Fairfax County, they 01:38:14
24 may go one private school or one 01:38:17

1 section of the county, or may live in a 01:38:18
2 different one, we would have them be an 01:38:20
3 applicant of the region where they 01:38:23
4 live. That's not dissimilar to how we 01:38:27
5 focus on our private schools in terms 01:38:29
6 of looking at them to their 01:38:31
7 representative caps if they're outside 01:38:34
8 of Fairfax County. That was the way in 01:38:36
9 which we were including our private 01:38:38
10 schools in the regional approach that 01:38:40
11 they were looking at it from the 01:38:42
12 overall regional not an individual 01:38:44
13 standpoint. 01:38:47

14 MS. CORBETT SANDERS: So I know 01:38:48
15 my time is up, but I would -- the 01:38:48
16 military students need to be included 01:38:51
17 in that. The second piece is certain 01:38:53
18 areas of this county have a higher 01:38:55
19 percent of student going to private 01:38:57
20 schools. And so I'm a little concerned 01:39:00
21 about your regional numbers based on 01:39:02
22 that. 01:39:04

23 MR. FRISCH: Thank you, Ms. 01:39:04
24 Corbett Sanders. 01:39:05

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1 MS. CORBETT SANDERS: And I would 01:39:07
2 take the go back, please. 01:39:07

3 MR. SHUGHART: Mr. Frisch, do you 01:39:09
4 want me to respond to that? 01:39:10

5 MR. FRISCH: Yes, please. 01:39:12

6 MR. SHUGHART: Okay. 01:39:14

7 So for military -- military 01:39:15
8 students -- and I might need a little 01:39:16
9 bit further clarification on your go 01:39:20
10 back, Ms. Corbett Sanders on that, but 01:39:21
11 the military students, if you're 01:39:23
12 talking about the current -- current 01:39:25
13 military students attending here, or if 01:39:27
14 you're talking about not here, but 01:39:29
15 wanting to transfer into the area, so 01:39:33
16 we'll deal with that on a go back. 01:39:34

17 MS. CORBETT SANDERS: No, I'm 01:39:37
18 sorry. The question is posed under 01:39:38
19 this one. So if you can please answer 01:39:40
20 it on this one, so I don't use my go 01:39:41
21 back for it. Yeah. 01:39:42

22 MR. SHUGHART: Okay. 01:39:44

23 So please clarify if you're 01:39:44
24 talking about currently residing here 01:39:45

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1 or military transfer that's into the 01:39:49
2 future. 01:39:52

3 MS. CORBETT SANDERS: So we know 01:39:52
4 at certain points military personnel 01:39:55
5 transfer back to the DC Metro area. 01:39:58
6 It's usually when they're getting ready 01:40:01
7 to retire or go to the flag officer 01:40:03
8 level. So we know that there's a 01:40:06
9 higher number of eighth grade students 01:40:08
10 or potentially eighth grade students 01:40:12
11 coming from different demographics. We 01:40:13
12 see this with our military students and 01:40:16
13 we see with our students from private 01:40:21
14 schools. 01:40:23

15 MR. FRISCH: Ms. Corbett Sanders, 01:40:23
16 can you clarify for him so he can 01:40:24
17 answer the question. 01:40:26

18 MS. CORBETT SANDERS: So that's 01:40:27
19 what I'm trying to do. The numbers -- 01:40:27
20 there's 1,1,500 military students in 01:40:30
21 Fairfax County looking at the age level 01:40:33
22 when they transfer back into the 01:40:37
23 Fairfax County talks about -- 01:40:39
24 identifies where that -- that subgroup 01:40:41

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1 of kids, who potentially would be in 01:40:47
2 TJ, and so I'm concerned that your 01:40:49
3 underrepresenting region three and four 01:40:51
4 in your regional numbers. Because they 01:40:54
5 may not be counted in the existing 01:40:57
6 base. 01:41:01

7 MR. SHUGHART: So the -- the 01:41:01
8 regional numbers are purely based upon 01:41:02
9 the demographics of the currently 01:41:07
10 enrolled students. Let me finish, Ms. 01:41:08
11 Corbett Sanders. Are currently based 01:41:11
12 upon currently enrolled students in 01:41:13
13 eighth grade -- eighth grade class 01:41:17
14 based upon those individual schools. 01:41:18
15 So we can't pre -- we can't predict how 01:41:21
16 much a particular school will increase 01:41:24
17 from one year to the next, but if we're 01:41:25
18 only looking at students just coming in 01:41:28
19 the -- in the future, what we have done 01:41:30
20 in the past is dealt with the residency 01:41:33
21 requirements because most of those 01:41:36
22 students and parents don't arrive until 01:41:37
23 the summer preceding their school year, 01:41:40
24 so we've been able to work with those 01:41:42

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1	families and allowing them to apply	01:41:44
2	prior to their arrival to Fairfax	01:41:47
3	County. The ones that actually arrive	01:41:50
4	during the application window, they	01:41:52
5	apply during the application window	01:41:54
6	without any problems. And I'm not	01:41:55
7	sure -- so when we look at it -- and	01:41:58
8	this goes back to the minimum, maximum	01:42:00
9	question beforehand, the number that	01:42:02
10	was still out there was that 70 percent	01:42:04
11	of the either 550 students or the 450	01:42:08
12	students, it's divided out to be	01:42:12
13	proportionate from each region to that	01:42:15
14	particular number. And that's the	01:42:18
15	reason why on the piechart within the	01:42:19
16	presentation you saw numbers that	01:42:23
17	varied from within the region. That's	01:42:25
18	purely down to the individual school	01:42:26
19	enrollment and that was based on	01:42:29
20	September membership.	01:42:31
21	DR. BRABRAND: Jeremy -- Jeremy,	01:42:36
22	if I could, Mr. Frisch.	01:42:38
23	MR. FRISCH: Yeah. Go ahead.	01:42:39
24	DR. BRABRAND: Jeremy, I think	01:42:40

1 the question maybe for the layperson at 01:42:41
2 home, if you're coming in, in the 01:42:43
3 summer and we work with those families, 01:42:44
4 do they get slotted into a particular 01:42:47
5 region for the count in either of these 01:42:49
6 proposals, or are they in an 01:42:52
7 undesignated pool that I think is one 01:42:54
8 of the questions. 01:42:57

9 Are they slotted in or are 01:42:59
10 they in an undesignated school because 01:43:00
11 they have not arrived yet and not 01:43:02
12 picked a region and a school. 01:43:04

13 MR. SHUGHART: So -- well, we're 01:43:06
14 talking about two different things. In 01:43:08
15 the past -- in the past that didn't 01:43:10
16 matter, right? The problem is, is that 01:43:12
17 if a family is not here currently, 01:43:15
18 they're -- they're not actually a part 01:43:18
19 of the application process. And so the 01:43:20
20 piece of what we're currently have on 01:43:22
21 the table that we're discussing is of 01:43:25
22 those families that are currently here. 01:43:27

23 DR. BRABRAND: Right. 01:43:29

24 MR. SHUGHART: And Ms. Corbett 01:43:29

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1 Sanders question is a valid one, 01:43:30
2 because it takes into account the 01:43:32
3 future people who are transferring into 01:43:34
4 the area, not -- and it's specifically 01:43:39
5 to our military families, but there are 01:43:41
6 other families that transfer in. And 01:43:43
7 so we would have to make some type of 01:43:45
8 consideration about how that would 01:43:48
9 look -- how it would be included into a 01:43:50
10 particular region. Right now, we 01:43:53
11 wouldn't have a way to put them into a 01:43:55
12 region, because we don't know where 01:43:57
13 they're going to live. 01:43:59

14 MR. FRISCH: All right. 01:44:02

15 If people need further 01:44:02
16 clarification on that, they can bring 01:44:03
17 it up in their go back. 01:44:05

18 All right. Up next we have 01:44:08
19 Ms. Pekarsky. 01:44:10

20 MS. PEKARSKY: Okay. Thank you. 01:44:11

21 I'm actually happy to go 01:44:12
22 after Ms. Karen Corbett Sanders because 01:44:14
23 she brought up something about the 01:44:15
24 attrition rate and in our -- in the 01:44:18

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1 white paper that you provided to us, 01:44:20
2 you actually stated that admission 01:44:23
3 lotteries are not a common approach to 01:44:24
4 admission, and then you go on to talk 01:44:29
5 about Gwendydd County and -- who 01:44:31
6 consequently has a high attrition rate, 01:44:34
7 and why that matters is because -- at 01:44:40
8 least to me -- we are in the business 01:44:42
9 of impacting student outcomes. So this 01:44:44
10 goes back to the accountability 01:44:52
11 measures where I see quite a few 01:44:54
12 accountability measures surrounding 01:44:57
13 caring culture, which is imperative 01:44:59
14 because we know our kids can't learn in 01:45:01
15 environments that's are not inclusive 01:45:04
16 and welcoming, obviously. But I don't 01:45:06
17 see any accountability measures for 01:45:11
18 student outcomes or academic outcomes, 01:45:14
19 and I'd like to know why those were 01:45:18
20 omitted, or your thoughts on that, 01:45:20
21 please. 01:45:30
22 MR. FRISCH: Marty or Jeremy, do 01:45:32
23 you want to answer that? Don't all 01:45:34
24 jump at once. 01:45:42

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1 MS. COHEN: Looks like we lost 01:45:45

2 Marty, just an FYI. 01:45:46

3 MR. FRISCH: Okay. 01:45:47

4 That might be why. 01:45:47

5 MR. SHUGHART: Sorry. It's 01:45:52

6 really slow if you click the camera 01:45:53

7 first. 01:45:57

8 Ms. Pekarsky, so one of 01:45:58

9 things we were focusing on were some of 01:45:59

10 the issues that were talked about 01:46:02

11 beforehand. In terms of -- and -- in 01:46:04

12 terms of attrition rate, we currently 01:46:09

13 have models that allow us to select 01:46:12

14 students for attrition into the future 01:46:16

15 years, in terms of the sophomore round 01:46:18

16 and potentiality even the junior round. 01:46:20

17 So we do have that. So there is some 01:46:22

18 level of attrition that we find within 01:46:24

19 Fairfax County. 01:46:27

20 I will -- you know, we did 01:46:29

21 not -- or at least I did not look at 01:46:31

22 the level of attrition rate from each 01:46:34

23 of these other schools that had -- only 01:46:36

24 had lottery models, and I can't say 01:46:40

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1	whether the other schools in	01:46:42
2	comparison, what their attrition rate	01:46:43
3	was either. For me to be able to say	01:46:47
4	one had more attrition than the other,	01:46:48
5	I really can't comment on that because	01:46:50
6	it's not something we looked at. I	01:46:53
7	know Ms. Rudah has joined us, and she	01:46:56
8	was a part of the research piece of	01:46:58
9	that. I don't know if she has any	01:47:00
10	information, but to be able to look at	01:47:02
11	the pieces within the lottery and to	01:47:05
12	look at the kind of the goals, one of	01:47:07
13	the things was shared from -- when we	01:47:11
14	worked with -- with the external	01:47:14
15	experts was this idea of the size of	01:47:17
16	Fairfax County alone, not to exclude	01:47:21
17	our participation, but the size of	01:47:24
18	Fairfax County alone of about a 14,000	01:47:26
19	students per class, anywhere from	01:47:30
20	13,000 to 14,000 per class. And to	01:47:33
21	have a single school was of 500-550,	01:47:36
22	whatever that number happens to be,	01:47:41
23	we're proposing 550, there's still a	01:47:42
24	great demand. That's still a very	01:47:46

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1 small portion of what our students are 01:47:47
2 going into a single class into one high 01:47:50
3 school. There's still a large demand 01:47:52
4 there. I don't know if that answers 01:47:55
5 your question though. 01:47:56

6 MS. PEKARSKY: I mean, look, at 01:47:59
7 the end of the day, I just want to 01:47:59
8 know, you know, we got accountability 01:48:01
9 measures of whether or not this -- the 01:48:03
10 policy changes are going to be 01:48:06
11 successful. All I care about is 01:48:07
12 student outcomes, and I want to know 01:48:10
13 how we're going to measure those. 01:48:12
14 That's kind of where I'm going. 01:48:13

15 DR. BRABRAND: So Ms. Pekar sky 01:48:17
16 car I think this is something staff can 01:48:17
17 go back and talk about. Our outcomes 01:48:19
18 at TJ have been strong for a very long 01:48:22
19 time, and I think what I hear you 01:48:24
20 saying is whatever we do, we've got to 01:48:25
21 maintain those same high standards, how 01:48:28
22 can we check the distribution of 01:48:31
23 grades, the retention at ninth grade, 01:48:33
24 tenth grade, eleventh grade, we have 01:48:35

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1 had some kids after ninth grade leave, 01:48:37
2 and we have done sophomore admissions. 01:48:39
3 And I think what I hear you saying is 01:48:41
4 we need to continue to look at what 01:48:42
5 those trends have been, and compare 01:48:44
6 what those trends are with either of 01:48:47
7 these two approaches that the board 01:48:49
8 would decide, so we have our pulse on 01:48:51
9 the academic strength of the school, 01:48:53
10 just like we have caring culture and 01:48:56
11 the equity of access goals that we've 01:48:58
12 talked about. I hear you, and we can 01:49:00
13 go back and work on that. We can go 01:49:02
14 back and work on that and have those 01:49:06
15 forward for the board to be able to 01:49:08
16 monitor whichever approach you choose. 01:49:09
17 MS. PEKARSKY: Thank you, Dr. 01:49:13
18 Brabrand, and it's important for those 01:49:13
19 individual students ensuring we're 01:49:15
20 supporting them so, they're successful. 01:49:18
21 I would also like to talk to 01:49:22
22 the teacher recommendations. I know 01:49:24
23 how they can be a source of bias, but I 01:49:27
24 really do think this is very 01:49:29

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1 shortsighted of us. As we know for 01:49:31
2 many of us, our teachers can be the one 01:49:33
3 and only advocate and champion they 01:49:35
4 have. Dr. Bona said, you know, how -- 01:49:39
5 how well teachers know their students. 01:49:43
6 So finding way to streamline this to 01:49:46
7 just be a data point, a big data point, 01:49:49
8 for us to consider in the larger 01:49:53
9 context, I really strongly recommend we 01:49:58
10 do not ignore those. 01:50:03
11 I think I'll stop there for 01:50:09
12 right now. Thank you. 01:50:10
13 MR. FRISCH: Can we put you down 01:50:12
14 for a go back, Ms. Pekarsky? 01:50:14
15 MS. PEKARSKY: Yes. 01:50:16
16 Dr. Brabrand wants to -- 01:50:17
17 DR. BRABRAND: Yes. Mr. Frisch, 01:50:19
18 I just want to say and maybe we'll get 01:50:20
19 back to it in next steps -- if this 01:50:22
20 board has consensus about the role of 01:50:24
21 teacher recommendations, and I don't 01:50:27
22 know that it does, but I'm just sharing 01:50:29
23 because I heard now multiple board 01:50:30
24 members, this is not something -- staff 01:50:32

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1 did have some concerns, but I think if 01:50:35
2 the board directed us to look at how to 01:50:39
3 do it to balance some of the issues how 01:50:42
4 about the teacher recommendations are 01:50:44
5 done, and to keep the workload minimal 01:50:46
6 for teachers with everything else they 01:50:49
7 have going on, but still keep some 01:50:51
8 teacher voice, it is not impossible for 01:50:53
9 staff to look at that in either the two 01:50:56
10 options. So again, this is another one 01:51:00
11 where if the board speaks to us now 01:51:02
12 with feedback about that piece, we can 01:51:04
13 make sure it's addressed with whatever 01:51:07
14 you all would vote on later this month. 01:51:09
15 MS. PEKARSKY: Okay. That's 01:51:13
16 great to hear. Mr. Frisch, I found my 01:51:13
17 other questions as I was rifling 01:51:15
18 through my notes. 01:51:17
19 MR. FRISCH: Quickly. Go ahead. 01:51:21
20 MS. PEKARSKY: I saw in the white 01:51:22
21 paper, there was also mention that lack 01:51:24
22 of student applications has been an 01:51:29
23 issue on that impacts diversity. This 01:51:34
24 is something that I brought up at our 01:51:37

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1 very first meeting months and months 01:51:38
2 ago. I said, how are we talking to 01:51:41
3 these students and families to figure 01:51:43
4 out the why, why, why are they not 01:51:47
5 applying? And then we can figure out 01:51:50
6 how we can respond. So to this day, I 01:51:51
7 don't know that we have a mechanism for 01:51:54
8 that, but I just really implore you to 01:51:59
9 talk to the people who are impacted, 01:52:02
10 all of the people, and just learn the 01:52:05
11 why and that can lead us to 01:52:08
12 conclusions. 01:52:13

13 MR. FRISCH: I believe that was 01:52:14
14 your bell. 01:52:15

15 Dr. Brabrand? 01:52:16

16 DR. BRABRAND: That is a 01:52:18
17 brilliant question. That is a 01:52:19
18 brilliant question. We're trying to 01:52:21
19 get at that in one of our earlier 01:52:22
20 slides, slide 19, about parents who 01:52:26
21 feel respected there, students who feel 01:52:28
22 respected. And I would say to the 01:52:30
23 board to listen to what some of our TJ 01:52:33
24 alumni and students have said because 01:52:36

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1	the word of mouth on TJ is one of the	01:52:39
2	cultural things that is going on. The	01:52:43
3	word of mouth among some students is	01:52:45
4	I'm not welcomed there. I'm not	01:52:48
5	respected there. I'm not felt to be	01:52:50
6	included there, and I think that's part	01:52:53
7	of what we got to work on in the	01:52:56
8	application process. I think either of	01:52:57
9	these two approaches is going to send a	01:53:00
10	clear signal to our students that are	01:53:03
11	welcome. You are included. You are	01:53:06
12	respected. And that's what I'm really	01:53:08
13	committed about, and I think it's going	01:53:10
14	to help Jeremy and his team working	01:53:11
15	with school counselors are saying, this	01:53:14
16	is a new day at TJ. It's not -- you're	01:53:16
17	not locked out just because you never	01:53:21
18	seen a kid from this school go there.	01:53:23
19	You have a shot. There is a shot. Now	01:53:26
20	put your application in, and let's go	01:53:28
21	for it. So I do think that's something	01:53:31
22	we got to watch for, and I know Mr.	01:53:33
23	Smith you want to add to my comments	01:53:35
24	and correct them if they're off. No,	01:53:36

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1 you're right on target, and I also want 01:53:38
2 to say we had some very good feedback 01:53:42
3 from our stakeholder groups, and we'll 01:53:43
4 be working very closely with our equity 01:53:46
5 office to perhaps revamp our parent 01:53:48
6 meetings, so that when a student gets 01:53:50
7 an invitation, we want to draw as many 01:53:54
8 parents out as possible, but instead of 01:53:56
9 a simple sit and get about TJ, a 01:53:59
10 conference type model where parents can 01:54:03
11 break up into small groups and talk 01:54:05
12 about concerns or questions they have 01:54:07
13 about the school, and the curriculum. 01:54:09
14 But whether or not they feel welcome 01:54:12
15 and having some targeted outreach and 01:54:14
16 targeted conversations with them to 01:54:17
17 illicit some of this information, so 01:54:19
18 we're on the same page there, and I 01:54:21
19 think there's ways for us to do it for 01:54:23
20 families who don't feel they're part of 01:54:26
21 the process, and also for families who 01:54:28
22 are invited in to get some of those 01:54:30
23 things that are keeping them from 01:54:33
24 continuing through the process. 01:54:35

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1 MS. PEKARSKY: And I appreciate 01:54:37

2 that to say antidotal is not the 01:54:38

3 systematic, and I will leave it at 01:54:40

4 that. I look forward to -- 01:54:42

5 MR. FRISCH: Time is up, 01:54:44

6 Mrs. Pekarsky. 01:54:44

7 MS. PEKARSKY: Thank you. 01:54:45

8 MR. FRISCH: I appreciate it. 01:54:45

9 Ms. Omeish, you're up. 01:54:47

10 MS. OMEISH: Okay. 01:54:51

11 I just experienced the slow 01:54:52

12 video myself. All right. So thank you 01:54:53

13 staff for the presentation. With the 01:54:56

14 teacher recommendations piece, I'm 01:54:58

15 wondering if we can approximate some of 01:55:01

16 the information by looking at any kind 01:55:04

17 of data we have on this. I do agree 01:55:07

18 with what Ms. Cohen said, that I don't 01:55:09

19 know it's exactly accurate -- an 01:55:11

20 accurate read of Dr. Plucker's research 01:55:13

21 to say we should eliminate it entirely, 01:55:14

22 but I am concerned about the equity and 01:55:16

23 proportions. 01:55:18

24 So have you guys looked at 01:55:19

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1 anything on how it's been used in the 01:55:20
2 past, maybe more closely to see that 01:55:22
3 there might be bias in that? 01:55:25

4 DR. BRABRAND: Marty, do you want 01:55:28
5 to take that, and one of the things, 01:55:29
6 Marty, in answering, is there a way, if 01:55:31
7 we had a teacher recommendation, we can 01:55:34
8 streamline in a sense the variability 01:55:36
9 for teachers that have experience 01:55:39
10 writing their one hundredth 01:55:41
11 recommendation, and that teacher who 01:55:42
12 may be for first time writing their 01:55:45
13 first or second recommendation for a 01:55:47
14 kid. 01:55:50

15 MR. SMITH: So we've done some of 01:55:50
16 that with the teacher recommendation 01:55:51
17 process. I know that the former office 01:55:53
18 of current evaluation did some of that 01:55:57
19 work to streamline the process, to look 01:56:00
20 at a point system, to take some of the 01:56:02
21 subjectivity out of the process, and we 01:56:05
22 can certainly look at ways to 01:56:08
23 streamline the process even more, 01:56:11
24 figure out the best way to get as much 01:56:14

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1 information about the student as 01:56:16
2 possible without getting no information 01:56:19
3 about a student, and also to think 01:56:21
4 about that workload for teachers. And 01:56:23
5 that workload is a real thing for some 01:56:26
6 teachers, and I know that while 01:56:29
7 teachers can provide good information 01:56:32
8 on students, having worked in the 01:56:35
9 former cluster office, and having 01:56:37
10 worked very closely at Longfellow, I 01:56:39
11 know that teachers would often talk 01:56:44
12 about the additional workload of 01:56:46
13 teacher recommendations on top of 01:56:47
14 grading, teaching, etc. 01:56:50
15 So we can take another look 01:56:52
16 at that through -- or see -- and 01:56:54
17 certainly through the TJ admissions 01:56:57
18 office if the board is interested in 01:57:00
19 bringing that teacher recommendation 01:57:02
20 back. 01:57:05
21 MS. OMEISH: Yeah. 01:57:05
22 I certainly am not pushing 01:57:05
23 in that direction. I think it's a 01:57:07
24 question mark for me and just looking 01:57:08

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1 at, you know, what -- what does it look 01:57:10
2 like? Especially for maybe identifying 01:57:14
3 those kids who otherwise wouldn't be 01:57:15
4 considered. That's really where I'm 01:57:17
5 thinking it might beneficial. 01:57:19

6 A separate thing, I would 01:57:22
7 like to at least kind of have a 01:57:24
8 boldface confirmation that in the 01:57:26
9 multiple pathways approach, as I'm 01:57:27
10 going to call it, students won't know 01:57:29
11 how they've been selected. 01:57:32

12 MR. SMITH: Yeah. 01:57:35

13 Students will not know how 01:57:35
14 they've been selected. That can be 01:57:37
15 boldfaced, and I can say that students 01:57:40
16 will not know. Yes. 01:57:43

17 MS. OMEISH: Okay. 01:57:47

18 And how -- have we given 01:57:48
19 thought to how we're going to avoid 01:57:50
20 students finding out, or having this 01:57:52
21 kind of negative externality on them 01:57:54
22 and how it impacts, you know, culture, 01:57:57
23 whatever. 01:57:59

24 MR. SMITH: Well, and I can 01:58:02

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1	certainly -- and I don't want to keep	01:58:04
2	going back to Dr. Bona, but I believe	01:58:06
3	she being the expert on her school	01:58:09
4	culture and her students, can talk	01:58:11
5	about some of the things that students	01:58:14
6	discuss now in terms of the process. I	01:58:17
7	know that as a former second grade	01:58:21
8	teacher, I was often the one who was on	01:58:22
9	the phone with parents and with	01:58:27
10	students when they didn't get the	01:58:28
11	invitation to the advanced academic	01:58:30
12	program. And so certainly reaching out	01:58:33
13	to the school, school staff to talk	01:58:36
14	about ways they're currently supporting	01:58:39
15	students, but I can certainly let you	01:58:42
16	know that they wouldn't find out about	01:58:44
17	the particular entry into the school	01:58:47
18	from the TJ admissions office. There	01:58:49
19	are current things that are proprietary	01:58:51
20	as far as what parents and students	01:58:53
21	would like to learn more about and	01:58:55
22	we've been a very good job that	01:58:58
23	ensuring we don't share that	01:59:00
24	information with students and families.	01:59:01

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1 MS. OMEISH: Did Dr. B want to 01:59:08

2 weigh in, or -- 01:59:12

3 DR. BRABRAND: Dr. Bona, did you 01:59:13

4 want Ann to share some things about -- 01:59:16

5 MS. OMEISH: Marty just -- 01:59:20

6 DR. BRABRAND: Yeah. 01:59:22

7 Ann, do you want to share a 01:59:22

8 little bit? 01:59:27

9 DR. BONITATIBUS: Sure. 01:59:27

10 I was listening, and I want 01:59:28

11 to make sure I'm sharing the right part 01:59:29

12 you want me to share. 01:59:31

13 Can you just restate that? 01:59:33

14 MS. OMEISH: Yeah, yeah. No 01:59:35

15 worries. 01:59:36

16 The next question is for you 01:59:37

17 anyway, but this one was about ensuring 01:59:38

18 that students don't find out or ways 01:59:42

19 we're going to mitigate as a system 01:59:44

20 having, you know, different labels or 01:59:46

21 whatever, and how students were chosen, 01:59:49

22 should we go with the multiple pathways 01:59:51

23 approach. 01:59:55

24 DR. BONITATIBUS: Oh, yeah. 01:59:56

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1	Absolutely. You know, we're very, very	01:59:56
2	sensitive to the fact that it maybe	02:00:01
3	developmentally a characteristic or	02:00:05
4	behavior for teenagers to sort and	02:00:08
5	select and be able to say you got in	02:00:10
6	for this reason, or you were part of a	02:00:13
7	quota. That is already something that	02:00:15
8	can happen in any high school USA.	02:00:17
9	However, I would say one of the things	02:00:20
10	we have to do at TJ is to be very	02:00:22
11	explicit about that narrative, or that	02:00:25
12	mindset to not even be part of our	02:00:29
13	culture or our thinking. And I am very	02:00:31
14	proud that overall, our students are	02:00:35
15	very accepting. They don't -- you	02:00:38
16	know -- they're not questioning how the	02:00:40
17	classmate next to them got into the	02:00:41
18	school. And we also want to provide	02:00:47
19	opportunity for all students in that	02:00:49
20	summer before entering TJ to kind of	02:00:52
21	find a place if they want within our	02:00:56
22	school.	02:00:59
23	In normal times, I would say	02:01:00
24	there would be opportunities for	02:01:02

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1	touring the school, getting to know	02:01:04
2	students, getting to know staff during	02:01:06
3	the summer months. But one of the	02:01:07
4	things we found during last summer, we	02:01:10
5	created enrichment opportunities for	02:01:13
6	students where they were noncredit	02:01:16
7	bearing, did not have an impact on a	02:01:18
8	pathway of getting them on the right	02:01:22
9	track so they could accelerate through	02:01:23
10	TJ as quickly as possible. It was more	02:01:25
11	about getting to know each other and	02:01:27
12	building a community. And I would say	02:01:28
13	that our freshman (inaudible) program	02:01:32
14	does that extremely well. And I've	02:01:34
15	already been talking to our division	02:01:36
16	leaders this year about preparing our	02:01:40
17	summer program specifically with this	02:01:42
18	year's incoming freshman class in mind.	02:01:45
19	Because it maybe larger than we're used	02:01:47
20	to from the past, there maybe students	02:01:50
21	coming to us from places they have not	02:01:52
22	traditionally come to us, and we want	02:01:55
23	to make sure they're all feeling	02:01:57
24	welcome in our school. So those	02:01:59

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1 conversations are already happening, 02:02:01
2 and we're in tune with that. 02:02:03

3 Thank you. 02:02:04

4 MS. OMEISH: Yeah. No, I 02:02:05
5 appreciate you highlighting that. I 02:02:06
6 think we're going to want to be, 02:02:07
7 especially if we move forward with the 02:02:09
8 multiple pathways intentional, given 02:02:10
9 that the past has been a single 02:02:13
10 pathway, right? Everyone has gone 02:02:14
11 through the same standard. And this 02:02:16
12 one we're going to have everyone go 02:02:18
13 through the same standard, but in 02:02:20
14 different ways. So we don't know how 02:02:21
15 students might take that, so I just 02:02:23
16 want to make sure we're, again, 02:02:27
17 intentional about how we approach it. 02:02:28

18 The second -- the other 02:02:31
19 question for you, Dr. Bona, so there's 02:02:32
20 been this kind of concern based on a an 02:02:35
21 implicit assumption of what might 02:02:38
22 happen with rethinking merit or 02:02:39
23 misunderstandings about meritocratic 02:02:42
24 nature and what it is, what it's not. 02:02:44

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1 Do you have concerns given 02:02:48
2 the merit threshold in place right now 02:02:49
3 for both proposals that the need for 02:02:51
4 remedial support would be notably 02:02:55
5 different? You know, there's -- 02:02:58
6 there's been a sense that somehow 02:02:59
7 there's going to be an issue. But I'd 02:03:02
8 like to hear your take. 02:03:04

9 DR. BONITATIBUS: Sure. 02:03:06

10 I'd like to reiterate that a 02:03:07
11 shift in demographics does not equate 02:03:08
12 or mean there's a shift in talent. And 02:03:12
13 to me, that is a compelling narrative 02:03:16
14 for all of us to realize because 02:03:19
15 there's so much talent within FCPS, and 02:03:22
16 when all things are equal, when 02:03:24
17 students are meeting those thresholds 02:03:27
18 for Algebra for a GPA requirement, the 02:03:30
19 love that they would have for STEM, 02:03:35
20 then we know that we're going to be 02:03:38
21 able to meet those students where they 02:03:40
22 are, take them to where they would like 02:03:42
23 to go. And -- and I get concerned when 02:03:46
24 I hear people talking about remediation 02:03:48

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1 of -- at TJ because sometimes people 02:03:54
2 are thinking that you have to be here 02:03:58
3 to enter TJ. That there's some kind of 02:04:00
4 special redness that a student has to 02:04:03
5 already have to possess, that it's 02:04:06
6 above and beyond everything else. But 02:04:07
7 that's not what our entrance standards 02:04:09
8 say. And so the -- when we know that 02:04:14
9 our students need -- our goal is that 02:04:16
10 our students graduate with an honors 02:04:18
11 diploma, that they complete calculus by 02:04:19
12 their senior year. Any students 02:04:22
13 meeting those trends that are in either 02:04:24
14 of the proposals that you have right 02:04:27
15 now, will be able to meet those 02:04:29
16 graduation requirements for TJ. And 02:04:32
17 it's our job to get the students there. 02:04:34
18 MS. OMEISH: And can you speak to 02:04:39
19 your assessment maybe the quality of 02:04:40
20 the standard of the school and how it's 02:04:42
21 reflective of that as well, whether 02:04:44
22 that will anticipate an impact? 02:04:47
23 DR. BONITATIBUS: We already 02:04:52
24 have -- I would say -- you know, tiered 02:04:54

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1	approaches of readiness when students	02:04:58
2	are coming in, and so I would imagine	02:05:01
3	that those same kinds of efforts that	02:05:04
4	our teachers are taking to bring the	02:05:06
5	students in, find where they are, and	02:05:09
6	then provide their appropriate supports	02:05:12
7	in multiple (inaudible) will continue	02:05:16
8	to exist. We have to remember that at	02:05:18
9	TJ, we have the minimum 3.0 grade point	02:05:20
10	requirement to stay in TJ. Actually, I	02:05:25
11	think I've shared with the board before	02:05:29
12	and the public, that as long as a	02:05:30
13	student is working earnestly, they're	02:05:32
14	happy at TJ, their parents are happy,	02:05:34
15	we have an academic plan in place, if	02:05:37
16	that student has a 2.8 or 2.9, they're	02:05:39
17	going to remain at TJ. Over the past	02:05:42
18	three years since I've been at the	02:05:44
19	school, your recidivism rate has gone	02:05:45
20	up. We have not been losing students	02:05:48
21	because of the efforts to welcome all	02:05:51
22	of our students and to work with them	02:05:53
23	one on one.	02:05:58
24	MR. FRISCH: Ms. Omeish, I'll	02:05:59

1 give you another fifteen seconds, since 02:05:59
2 the team -- your clock went over into 02:06:01
3 the speaker's time. 02:06:03

4 MS. OMEISH: Yeah. I was 02:06:04
5 wondering what happened there. The 02:06:05
6 final question I'll ask now is for 02:06:08
7 staff regarding how we're going to 02:06:09
8 monitor afterwards. What is that plan, 02:06:11
9 you know, as we review so we can 02:06:14
10 recalibrate or revisit based on the 02:06:15
11 results. 02:06:19

12 And of course, go back. 02:06:20
13 I'll have a go back. 02:06:22

14 DR. BRABRAND: Marty, you want 02:06:25
15 to? 02:06:25

16 DR. BONITATIBUS: Are you talking 02:06:26
17 about the ongoing monitoring? 02:06:27

18 MS. OMEISH: Sorry. 02:06:29

19 Moving forward. So we're 02:06:30
20 changing the plan now. We're going to 02:06:31
21 have to continue to revisit, right? To 02:06:33
22 make sure it's successful in implanting 02:06:35
23 it? 02:06:38

24 DR. BRABRAND: So we would look 02:06:39

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1 at some of those metrics and the data 02:06:39
2 points that we shared with the board in 02:06:42
3 the slide, in the report and, certainly 02:06:44
4 prepare information. Again, the board 02:06:47
5 would receive the annual report of 02:06:50
6 students admitted into the freshman 02:06:54
7 class based on demographics, so that 02:06:56
8 would be the first step. Looking at 02:06:58
9 the feedback from parent surveys, 02:07:00
10 student engagement survey, parent 02:07:02
11 engagement survey, and then developing 02:07:05
12 those two new metrics around students 02:07:07
13 who perhaps see themselves and parents 02:07:11
14 who see their child at the school. 02:07:13
15 So those are the pieces 02:07:16
16 we're essentially working to develop. 02:07:17
17 Pulling that information together for a 02:07:19
18 report to the board early in the fall 02:07:22
19 would be good if -- end of summer might 02:07:25
20 be pushing a bit, but at least early in 02:07:29
21 the fall, so that if you're going to 02:07:31
22 make any changes or enhancements to the 02:07:33
23 program, we can do that sooner than 02:07:36
24 later. So that we can in good stead 02:07:39

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1 for the admissions process in begin in 02:07:42
2 November to December. 02:07:45

3 MS. OMEISH: Thanks. 02:07:48

4 MR. SMITH: And while all of that 02:07:49
5 is very systematic, I know as Ms. 02:07:51
6 Pekarsky said, we would also be looking 02:07:53
7 at that anecdotal, working very closely 02:07:56
8 with the school, very closely with the 02:07:57
9 region office, I'm sure that our equity 02:07:59
10 office would be very highly engaged in 02:08:02
11 the getting feedback. We can do focus 02:08:04
12 groups, we can do a lot to engage 02:08:06
13 students and families after this very 02:08:09
14 momentous change to the process. 02:08:12

15 MR. FRISCH: Thank you. 02:08:17

16 Up next we have Ms. Sizemore 02:08:19
17 Heizer. 02:08:21

18 MS. SIZEMORE HEIZER: Thank you. 02:08:22
19 Thank you. The video is going very 02:08:24
20 slow. I happen to agree with my 02:08:28
21 colleagues (inaudible). 02:08:32

22 MR. FRISCH: Your mic is a bit -- 02:08:37

23 MS. SIZEMORE HEIZER: Can you 02:08:39
24 hear me? 02:08:40

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1 MR. FRISCH: It's the same. 02:08:41

2 Maybe try it with your camera off. 02:08:43

3 MS. SIZEMORE HEIZER: Yeah, I'll 02:08:45

4 try that. 02:08:46

5 Is that better? 02:08:46

6 MR. FRISCH: Not at all. Sorry. 02:08:47

7 MS. SIZEMORE HEIZER: (Inaudible)

8 my phone. That seemed to work last 02:08:48

9 time, so I will do that (inaudible) if 02:08:50

10 that's okay. 02:08:52

11 MR. FRISCH: Okay. 02:08:53

12 Mrs. Derenak Kaufax? 02:08:54

13 MS. DERENAK KAUFAX: Yes. Thank 02:08:57

14 you. So as I have stated many times 02:08:58

15 during many years, TJ is simply one 02:09:03

16 data point that highlights the fact 02:09:08

17 there's an imbalance in your system, 02:09:10

18 there's an imbalance in academic 02:09:13

19 offerings and academic achievement and 02:09:14

20 equity across FCPS, and we have to take 02:09:17

21 responsibility for that as well as the 02:09:21

22 pipeline. There have been many 02:09:23

23 systemic issues. I brought those up on 02:09:26

24 the October 22nd work session, where my 02:09:30

1 colleagues supported my amendments, and 02:09:33
2 while I appreciate the many attempts 02:09:37
3 that have been made through the years, 02:09:39
4 what we have before us today is to open 02:09:41
5 opportunities for more students, but my 02:09:44
6 frustration continues to lie in the 02:09:47
7 fact that until we make changes 02:09:49
8 regionally, analyzing, comparing and 02:09:52
9 ensuring equity in our math and science 02:09:54
10 curriculum in all elementary schools 02:09:57
11 and providing an analysis of systemics 02:09:59
12 extracurriculars and ensuring 02:10:02
13 accountability be it the RAZ, be it 02:10:03
14 Mark Greenfelder's office, or 02:10:06
15 division -- of another division of 02:10:06
16 instructional services, I believe this 02:10:10
17 has to be done in parallel. 02:10:13
18 So Dr. Brabrand, my first 02:10:15
19 question is to you. What can we do to 02:10:16
20 ensure that this will happen? Will 02:10:23
21 there be some kind of look to see at 02:10:24
22 what's -- are the impediments to the 02:10:28
23 numbers, where we are, and what do 02:10:31
24 our -- what do our STEM and science and 02:10:34

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1 math curriculum looks like? And how 02:10:38
2 can we start to change that, my first 02:10:40
3 question. 02:10:43

4 DR. BRABRAND: Sure. 02:10:43

5 Thanks, Ms. Derenak Kaufax. 02:10:44

6 I'm going to let Dr. (inaudible) make a 02:10:45
7 few remarks. I totally agree, you 02:10:46
8 know, I referenced your -- your October 02:10:49
9 piece just a few minutes ago, actually. 02:10:53
10 Because it is a great road map that the 02:10:57
11 board supports the pipeline, needs to 02:10:59
12 be addressed, curriculum in every 02:11:01
13 school needs to be addressed, that 02:11:03
14 their standards of teaching and 02:11:04
15 instruction are the same teaching 02:11:06
16 standards across the county schools. 02:11:07
17 You had your finger on the pulse that 02:11:11
18 we got to be sure that's the reality 02:11:13
19 because that's not the perception in 02:11:16
20 many communities, and it's not your 02:11:18
21 perception either as a board member. I 02:11:20
22 mean, I think that's honest feedback 02:11:23
23 you've given -- you've given me. 02:11:25

24 MS. DERENAK KAUFAX: I have. 02:11:27

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1 But it's not my perception. 02:11:28

2 It's my reality. You can tell it by 02:11:29

3 the data points, and how many people 02:11:31

4 get in from schools in my area, and I 02:11:32

5 don't think it's necessarily some of 02:11:36

6 these tweaking issues we're going to 02:11:37

7 do, and we've had long conversations 02:11:39

8 about -- 02:11:40

9 DR. BRABRAND: Yeah. I will say 02:11:41

10 one thing I think the local norms that 02:11:42

11 we -- the board just agreed on last 02:11:45

12 week will help begin to enhance the 02:11:46

13 speed of talent development, the 02:11:50

14 addition of young scholars will be able 02:11:53

15 to do that work even earlier than 02:11:55

16 second grade. Part of one of our new 02:11:57

17 areas, I think that Dr. Presidio can -- 02:12:00

18 and I'll let him speak more. We're 02:12:01

19 going to have to focus on that preK-2 02:12:03

20 at a much deeper level than we have 02:12:07

21 ever. We started making the 02:12:10

22 assessments at second grade, first and 02:12:11

23 second. And that's so early in the 02:12:14

24 development of a child to be making 02:12:17

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1 those, but we're going to have to 02:12:20
2 double down on those opportunities as 02:12:22
3 of the first years of school and stick 02:12:24
4 with them throughout. 02:12:26

5 Dr. Presidio, is there other 02:12:27
6 things you'd like to share as well from 02:12:29
7 Ms. Derenak Kaufax's comments? 02:12:31

8 DR. PRESIDIO: Sure. 02:12:34

9 Just real briefly, I would 02:12:35
10 say we actually started a deep dive as 02:12:37
11 a leadership team on the question of 02:12:40
12 advanced math last year, and made some 02:12:42
13 pretty good progress in terms of the 02:12:45
14 equity of access of opportunities. But 02:12:48
15 we still have a lot of work to do, and 02:12:51
16 this year's you know, focus on 02:12:52
17 virtual -- successful virtual learning, 02:12:55
18 obviously interrupted that work. But 02:12:57
19 we are working on a plan that will have 02:13:00
20 us ensure that we have equity of access 02:13:04
21 and opportunity, as you said, Ms. 02:13:06
22 Derenak Kaufax, of math offerings, 02:13:08
23 that's part of our AAP plan, equity 02:13:11
24 plan as Dr. Brabrand mentioned. The 02:13:14

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1 local norms will expand access. So 02:13:17
2 that work last week by the board is the 02:13:20
3 huge step in the right direction. And 02:13:22
4 we also have a plan to implement local 02:13:25
5 level floor programs in the remaining 02:13:29
6 approximately 40 elementary schools 02:13:32
7 that do not have a local level floor 02:13:34
8 plan. And that is in the strategic 02:13:38
9 plan and we have a three year timeline 02:13:39
10 to get that completed. And all of that 02:13:41
11 is related to ensuring we have equity 02:13:45
12 of access to advanced math course 02:13:48
13 offerings. 02:13:50
14 You also mentioned STEM. 02:13:50
15 And I would point out that we have some 02:13:52
16 really innovative STEM programming and 02:13:55
17 a lot of central office support in 02:13:59
18 terms of the curriculum materials, 02:14:01
19 resources, and professional development 02:14:02
20 that's offered. But that is not a 02:14:04
21 funded program, and it is not a 02:14:06
22 required program in Fairfax. So it is 02:14:08
23 something that schools have the 02:14:11
24 discretion to determine if they're able 02:14:13

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1 to staff it with their local resources. 02:14:16
2 So that would be another area where we 02:14:19
3 need to have some future discussion 02:14:21
4 with the board related to program 02:14:23
5 expansion. 02:14:26

6 MS. DERENAK KAUFAX: All right. 02:14:30
7 Thank you. So regarding 02:14:32
8 where we are today, I want to start 02:14:33
9 with our approach. The fact that we 02:14:35
10 haven't had a public hearing on this, I 02:14:38
11 feel is a mistake. And Dr. Brabrand, I 02:14:41
12 have a question for you on your 02:14:44
13 timeline. Is it flexibility or can we 02:14:45
14 revisit the decision -- the next 02:14:50
15 Thursday's meeting, and have a public 02:14:51
16 hearing in January and then allow for 02:14:53
17 more time in decision making into 02:14:56
18 January? 02:14:59

19 DR. BRABRAND: We're on a 02:15:00
20 pretty -- pretty tight timeline, Mr. 02:15:01
21 Smith and Mr. Shugart -- we're pretty 02:15:04
22 up to the wall. Do you have what would 02:15:07
23 be the very latest date? I recall the 02:15:10
24 17th was getting pretty doggone close. 02:15:13

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1 Mr. Smith? 02:15:16

2 MR. SMITH: That was it, Dr. 02:15:17

3 Brabrand, and I'm using no camera 02:15:19

4 because I have a slow connection today. 02:15:21

5 We run into issues around ensuring we 02:15:25

6 have the right individuals in place as 02:15:28

7 part of the selection process, that we 02:15:31

8 the right training in place for those 02:15:34

9 individuals would be part of the 02:15:35

10 process, getting information out to 02:15:37

11 families, going through that 02:15:40

12 information, remembering that there are 02:15:41

13 only a few individuals in the TJ 02:15:44

14 admissions office. We are normally 02:15:46

15 well beyond and through a particular 02:15:49

16 point at this normal time of year as 02:15:52

17 part of the process, and so we'll be 02:15:56

18 working very hard now to ensure that we 02:15:58

19 have students seated by the end of the 02:16:00

20 year. 02:16:06

21 MS. DERENAK KAUFAX: So no 02:16:07

22 flexibility you're saying at this point 02:16:07

23 for a public hearing of any sort? 02:16:09

24 MR. SMITH: So -- so in terms of 02:16:14

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1 the timing, I think that it would be 02:16:15
2 difficult for us to not have the vote 02:16:17
3 on the 17th. I'm not saying there 02:16:19
4 couldn't possibly be a public hearing, 02:16:22
5 but there would be no time for -- at 02:16:24
6 least for us to move forward beyond 02:16:26
7 January -- I'm sorry -- beyond December 02:16:30
8 to actually get a class seated. 02:16:33

9 MS. DERENAK KAUFAX: Okay. 02:16:38

10 I'm going to work offline 02:16:39
11 just to understand that a little bit 02:16:40
12 better. I am for reinstating teacher 02:16:45
13 recommendations, but this has to be 02:16:47
14 tightly standardized with a rubric, and 02:16:51
15 I'm wondering if you had talked about 02:16:55
16 that? I have many, many, many 02:16:57
17 antidotal stories through the years of 02:17:01
18 how teachers in one county -- one part 02:17:03
19 of the county are much more adept. In 02:17:06
20 fact, teachers that are really -- may 02:17:08
21 have never been asked to write a TJ 02:17:11
22 recommendation, and where do they 02:17:13
23 begin? So I see this as both ways, 02:17:14
24 right? There is that situation, which 02:17:18

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1 is -- which is not equitable. Because 02:17:22
2 it's -- it's asking a professional to 02:17:25
3 write something who is then dept at 02:17:28
4 this, and does it, and somebody who is 02:17:30
5 coming in from the outside, who might 02:17:32
6 have never done it. It's certainly not 02:17:34
7 going to be the same recommendation. 02:17:36
8 But I also see the merit in having the 02:17:38
9 recommendation for those kids whose 02:17:43
10 families may not understand what a big 02:17:46
11 deal this is, or may not even see their 02:17:48
12 own kid's potential. 02:17:50

13 So have you talked about the 02:17:53
14 rubric, would you construct one fairly 02:17:54
15 quickly? Because I think the 02:17:57
16 recommendation, if reinstated must be 02:17:59
17 standardized and must be tight. 02:18:02

18 MR. SMITH: So I'll let Jeremy 02:18:05
19 talk about the recommendation process 02:18:07
20 because there is a standardization to 02:18:09
21 it now. But Jeremy can you speak a 02:18:11
22 little bit more about it? 02:18:12

23 MR. SHUGHART: Sure. 02:18:17

24 So the teacher 02:18:18

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1 recommendations has been a part of the 02:18:18
2 application process for many years, and 02:18:21
3 we do have an evaluation tool in place 02:18:24
4 to be able to go through that process 02:18:27
5 and look at it. Our teacher 02:18:28
6 recommendation currently is a multipart 02:18:30
7 recommendation, so there are 02:18:33
8 questions -- it's kind of I would say 02:18:36
9 at a very high level, it's a 02:18:38
10 questionnaire where the teachers 02:18:40
11 respond to a series of questions about 02:18:42
12 the individual student's academic, 02:18:45
13 along with the actual written portion. 02:18:47
14 So there's very specific written 02:18:51
15 questions they write to, along with an 02:18:52
16 open free response, and I know many 02:18:54
17 years ago prior to me being in the 02:18:57
18 office, there was a way in terms of 02:19:00
19 even more standardization. I think in 02:19:04
20 terms of what Ms. Derenak Kaufax what 02:19:06
21 you're talking about in terms of the 02:19:09
22 summary briefs and pieces that go along 02:19:11
23 with that. And I do believe we can go 02:19:13
24 back and reconnect on those really 02:19:15

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1 quickly and be able to look at the 02:19:17
2 pieces we currently have in place and 02:19:20
3 how we can modify those and make that 02:19:22
4 sure those can work if we were to 02:19:25
5 re-implement a teacher recommendation 02:19:28
6 into the process. 02:19:30

7 MS. DERENAK KAUFAX: Okay. 02:19:33

8 MR. SHUGHART: To add to that, 02:19:34
9 that teacher recommendation form and 02:19:36
10 process was something that was worked 02:19:39
11 on. The program -- well, it's 02:19:42
12 currently (inaudible). So we certainly 02:19:44
13 can work with them to, you know, kind 02:19:47
14 of look at that all over again, and 02:19:49
15 make sure that we're where we need to 02:19:51
16 be, so that that way it's not providing 02:19:54
17 biases or intentional biases within 02:19:58
18 that office. 02:20:00

19 MS. DERENAK KAUFAX: So I will 02:20:03
20 put that as a next step you can provide 02:20:03
21 us something in draft at the very least 02:20:07
22 if we're going to change that for -- if 02:20:09
23 next Thursday's vote remains the same. 02:20:14

24 So right now, I do 02:20:16

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1	appreciate the more -- at this point --	02:20:20
2	the holistic review pathway with	02:20:22
3	regions.	02:20:25
4	And please put me on a go	02:20:26
5	back, as I have a few more questions.	02:20:27
6	MR. FRISCH: (Inaudible).	
7	MS. OMEISH: Muted, Carl.	02:20:34
8	MR. FRISCH: I had to do it at	02:20:37
9	least once.	02:20:39
10	The only other person before	02:20:40
11	me would be Ms. Meren, do you want to	02:20:42
12	take a turn here?	02:20:45
13	MS. SIZEMORE HEIZER: Mr. Frisch,	02:20:46
14	I haven't spoken yet, Ms. Sizemore	02:20:47
15	Heizer.	02:20:48
16	MR. FRISCH: Oh, right. I	02:20:49
17	forgot.	02:20:49
18	You're joining us by	02:20:50
19	telephone.	02:20:52
20	MS. SIZEMORE HEIZER: I'm on my	02:20:53
21	cellphone.	02:20:54
22	MR. FRISCH: Ms. Sizemore Heizer.	02:20:55
23	MS. SIZEMORE HEIZER: Thanks.	02:20:58
24	Thank you. I appreciate you can	02:20:58

1 actually see my video because I'm using 02:21:00
2 two different pieces of technology, so 02:21:01
3 appropriate for a STEM conversation. 02:21:04
4 So anyway -- so thank you. Thanks for 02:21:06
5 all my colleagues comments. I wouldn't 02:21:09
6 repeat what people have said, but I 02:21:11
7 wanted to put in a strong plug for both 02:21:12
8 the minimum caps. I think Ms. Cohen 02:21:15
9 said it well. We don't want to 02:21:17
10 unintentionally hurt anybody for whom 02:21:19
11 this has been their dream, but we want 02:21:21
12 make sure we, you know, include a 02:21:23
13 diverse population who have an aptitude 02:21:26
14 and passion for STEM, so I think that 02:21:28
15 is a great start. 02:21:29
16 Teacher recommendations, I 02:21:31
17 also wanted to put something out there 02:21:32
18 that I think is very important. I 02:21:33
19 understand there is a variance across 02:21:35
20 the county and some of that maybe 02:21:37
21 addressed by both training and really 02:21:38
22 using of the data point, but I want to 02:21:42
23 point out that I think teacher 02:21:43
24 recommendations for kids who may not as 02:21:45

1 easily qualify through problem solving 02:21:47
2 essays and (inaudible) but have that 02:21:49
3 aptitude and passion for -- I'm talking 02:21:51
4 specifically about our choice 02:21:53
5 exceptional kids. My kiddo is choice 02:21:54
6 exceptional in music, but if you had to 02:21:57
7 put him through a problem solving essay 02:21:58
8 and a student information sheet with 02:22:00
9 his language difficulties, he would 02:22:02
10 never qualify even though he's a school 02:22:04
11 savant. I think we need to be really 02:22:05
12 careful to keep in mind that students 02:22:07
13 with disabilities are also 02:22:09
14 underrepresented, and we want to make 02:22:11
15 sure we have a process where they can 02:22:12
16 be identified. So I think teacher 02:22:14
17 recommendations are super important 02:22:15
18 there. 02:22:18
19 In terms of -- I agree very 02:22:18
20 wholehearted with Ms. Derenak Kaufax 02:22:21
21 about needing to build a pipeline. 02:22:23
22 I've said before TJ is a symptom and 02:22:24
23 not a problem, and while we need to 02:22:26
24 address the symptom, we need to fix the 02:22:28

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1	problem. I also have concerns about	02:22:31
2	our accountability metrics, and I'd	02:22:34
3	like to speak to those briefly before I	02:22:35
4	go onto my other concerns. I think	02:22:37
5	it's very important to measure our	02:22:40
6	caring culture, and make sure all of	02:22:41
7	our students are accepted and welcomed	02:22:43
8	at TJ, but and I also think we're	02:22:45
9	making two fairly drastic changes to	02:22:47
10	our admissions policy. We're drafting	02:22:50
11	the test and we're adding regional	02:22:52
12	pathways, and we need to measure the	02:22:53
13	effective vote, and we need to also	02:22:56
14	make sure that our students are not	02:22:57
15	just welcomed at TJ, but really	02:22:59
16	thriving at TJ. It's not just about	02:23:00
17	admissions, it's about success. So I	02:23:02
18	really would love to see as a next	02:23:05
19	steep, and I send a message regarding	02:23:07
20	retention, regarding consistent and	02:23:10
21	equivalent to the diversity makeup of	02:23:12
22	the school, TJ, utilization of the most	02:23:14
23	advanced classes and labs at TJ.	02:23:17
24	Because my goal is to make sure that	02:23:20

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1 our diverse population does not just 02:23:23
2 have access at TJ, but really thrive in 02:23:24
3 TJ and can access and learn and benefit 02:23:28
4 from all the amazing things TJ has to 02:23:31
5 offer. 02:23:34

6 So I'd like to put that out 02:23:35
7 there that I think it's a really 02:23:36
8 important metric to measure what we 02:23:37
9 have done. I also have questions 02:23:40
10 regarding the problem solving essay and 02:23:41
11 the student information sheet 02:23:44
12 specifically that it's looking to 02:23:46
13 measure the portrait of a graduate's 02:23:47
14 skills. My concern is while the skills 02:23:49
15 are very important for all of our 02:23:52
16 students, including TJ students, there 02:23:54
17 seems to be a deemphasis on STEM 02:23:56
18 skills, and since this is a STEM 02:23:59
19 focused school, can someone talk to me 02:24:01
20 a little bit more about the STEM 02:24:03
21 skills. Even a problem solving essay, 02:24:04
22 seems to be as much about writing as it 02:24:06
23 is about the STEM (inaudible). 02:24:11
24 So (inaudible). Look at 02:24:13

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1 that. Perfect timing. I'll need a go 02:24:15

2 back, Mr. Frisch. 02:24:18

3 MR. FRISCH: Yup. I've got you. 02:24:19

4 MS. SIZEMORE HEIZER: Thank you. 02:24:21

5 MALE SPEAKER: Did you folks 02:24:22

6 catch that last question about STEM? 02:24:22

7 MR. SMITH: I'll let Jeremy talk 02:24:26

8 about the -- the student information 02:24:30

9 sheet, and how it elicits information 02:24:31

10 regarding STEM and a passion for 02:24:34

11 science, so Jeremy, can you talk a 02:24:37

12 little bit about that and knowing that 02:24:39

13 we're also developing other areas that 02:24:42

14 can use the foundational aspects of the 02:24:46

15 portrait of a graduate to get to that 02:24:50

16 passion for STEM and science. So 02:24:52

17 Jeremy? 02:24:55

18 MR. SHUGHART: Right. 02:24:56

19 So the intention there was 02:24:56

20 is that while it's -- it's the portrait 02:24:58

21 of a graduate in the 21st Century 02:25:00

22 skills. Those are grounded in the 02:25:01

23 importance of how that relates to the 02:25:04

24 STEM schools and being a student at TJ, 02:25:05

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1 and so those questions would be formed 02:25:09
2 and the student's responses would be 02:25:11
3 developed so that way they would be 02:25:14
4 eliciting the responses toward that 02:25:15
5 end. 02:25:19

6 Additionally, those are also 02:25:20
7 elements that are going to contribute 02:25:21
8 to ensuring that students are 02:25:24
9 successful or what we would believe 02:25:25
10 would contribute to identifying 02:25:27
11 successful students while they're at 02:25:29
12 TJ. The one piece about the problem 02:25:33
13 solving essay is not about writing. It 02:25:35
14 truly is about the ability to solve and 02:25:38
15 work through problem solving. At one 02:25:41
16 point in time years ago, it was more 02:25:45
17 about a persuasive essay in terms of 02:25:48
18 how you would write and respond to a 02:25:50
19 topic, but a number of years ago, we 02:25:53
20 transitioned to a problem solving 02:25:55
21 essay. The problem solving essay is a 02:25:57
22 math or science based problem with 02:25:59
23 multiple variables where the students 02:26:01
24 themselves have to solve the problem, 02:26:03

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1 provide a solution, along with 02:26:05
2 providing how they solved that problem. 02:26:08
3 So we're asking them multiple -- 02:26:12
4 multiple ways in which they're 02:26:13
5 answering the problem. One is they 02:26:15
6 need to provide a solution to the 02:26:17
7 problem. Did they come up with a 02:26:19
8 quote, unquote, answer. But the second 02:26:20
9 part of that is actually starting to 02:26:23
10 evaluate them in terms of their ability 02:26:26
11 to think through the problem. Did they 02:26:28
12 use, you know, different skills to be 02:26:32
13 able to go through this? Or did they 02:26:33
14 just use brute force. How are they 02:26:35
15 explaining that? It is in essay form 02:26:36
16 in terms of their response, so yes, 02:26:39
17 they're writing it out and sharing that 02:26:41
18 information with us. 02:26:43
19 But we're looking at -- because 02:26:44
20 it's a timed essay and it's in a proctored 02:26:47
21 environment, we're not looking for a 02:26:50
22 refined essay, per se. We're really 02:26:51
23 looking at what was their thought process. 02:26:54
24 How did they approach the problem? And 02:26:56

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1 there are elements there that are really 02:26:59
2 about the science and math skills and 02:27:02
3 abilities within that problem solving 02:27:04
4 aspect. 02:27:06

5 MS. SIZEMORE HEIZER: I still 02:27:07
6 think they're writing their answer. 02:27:07
7 I'll explain more of my concern about 02:27:09
8 your answer on the go back. 02:27:11

9 MR. FRISCH: Go back. All right. 02:27:12

10 MR. SMITH: I'll add also, 02:27:13
11 Jeremy, for those students who may have 02:27:15
12 difficulty with writing and who may 02:27:17
13 have it noted in their IEPs, we do 02:27:20
14 follow accommodations that are written 02:27:21
15 within the IEPs and provide those 02:27:24
16 accommodations for all aspects of the 02:27:25
17 process. So a student wouldn't be 02:27:28
18 disadvantaged for writing as part of 02:27:30
19 the student information sheet or the 02:27:34
20 student profile. 02:27:37

21 MR. SHUGHART: Correct. 02:27:38

22 We do provide all 02:27:38
23 accommodations based upon their IEPs, 02:27:40
24 504 plans or even for our English 02:27:42

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1 language learner students that have 02:27:44
2 that as well, yes. 02:27:45

3 MR. FRISCH: All right. 02:27:50

4 Ms. Meren? 02:27:50

5 MS. MEREN: Yes. Thank you. 02:27:53

6 I've been listening to everything, and 02:27:53
7 just taking it all in. You know, I 02:27:55
8 agree with the ideas that are being 02:27:59
9 shared about, you know, caps and you 02:28:01
10 know, looking at minimum as opposed to 02:28:03
11 maximum or instead of a maximum. I 02:28:06
12 also agree with what's been said about 02:28:09
13 looking at a level more granular than 02:28:12
14 the regions, looking at those pipelines 02:28:17
15 per school. 02:28:18

16 Another thought that I'm 02:28:19
17 having is, you know, do have other 02:28:22
18 magnet schools in FCPS, none are as -- 02:28:24
19 seems to have as much competition as 02:28:30
20 TJ, but there are the art schools and 02:28:32
21 (inaudible) Hunter Mill, so I think -- 02:28:36
22 I'm just also thinking are the policies 02:28:38
23 and practices we're putting in place 02:28:40
24 here, do they dovetail with those other 02:28:43

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1	practices? Although, I know TJ is a	02:28:46
2	different kind of animal in that way,	02:28:49
3	but I think as I listen to all of these	02:28:51
4	particulars, I still have this	02:28:53
5	unwavering sight on how do we create	02:28:56
6	more access for the most students in	02:28:59
7	this public school system? TJ is	02:29:02
8	something very special, but everyone	02:29:06
9	should have the chance to go for it, so	02:29:08
10	I agree with the conversations. It's	02:29:10
11	not just about the admissions. It's	02:29:12
12	the must more holistic approach.	02:29:15
13	So, you know, I just	02:29:18
14	continue to listen to all the	02:29:19
15	conversations and the details, but I'm	02:29:20
16	eager to get back up to that policy	02:29:23
17	level discussion that the board has and	02:29:25
18	what we're trying to say with our	02:29:28
19	decision. And then there are always	02:29:29
20	going to be things, you know, details	02:29:32
21	to worry about and figure out, but I'm	02:29:34
22	egger for us to figure out what the	02:29:37
23	board is -- is going to be	02:29:38
24	demonstrating with our decision. Thank	02:29:41

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1 you.

02:29:45

2 MR. FRISCH: Thank you, Ms. 02:29:45

3 Meren. 02:29:46

4 All right. It is now my 02:29:46

5 turn, so we're going to go ahead and 02:29:48

6 pass the megaphone of the meeting onto 02:29:50

7 Ms. Omeish. Ms. Omeish, do you want to 02:29:52

8 take over? 02:29:54

9 MS. OMEISH: Well, here I am. So 02:29:57

10 thank you, Mr. Frisch. 02:29:58

11 MR. FRISCH: Okay. Thank you. 02:30:01

12 MS. OMEISH: No, no. Thank you. 02:30:02

13 Okay, folks. So time check, 02:30:04

14 we're at 4:30. So realistically, with 02:30:05

15 go backs right now we're going to 02:30:08

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16      need -- if we want to do a reasonable      02:30:11
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17 amount of time for go backs, we might 02:30:15
```

18 have to consider two options, so I'm 02:30:16

19 going to pose a quick poll to the 02:30:17

20 board, and see how we want to proceed. 02:30:20

21 We have option one, which is to have 02:30:22

22 ninety-second go backs, but I'm going 02:30:26

23 to ask that we extend the meeting by 30 02:30:28

24 minutes to put us at 5:45. Okay? 02:30:30

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1	That's option 1. Option 2, to keep us	02:30:33
2	at 45 seconds, because that's the only	02:30:36
3	realistic way we're going to end at the	02:30:38
4	time we said, 5:15. So, I'm going to	02:30:41
5	ask if everyone can lower their hands,	02:30:46
6	we have a list of folks who want to	02:30:47
7	speak.	02:30:50
8	FEMALE SPEAKER: Can I have a	02:30:50
9	point of order?	02:30:52
10	MR. FRISCH: Yes.	02:30:53
11	MS. OMEISH: Go ahead.	02:30:54
12	FEMALE SPEAKER: Can we make it	02:30:55
13	two minutes?	02:30:58
14	MR. FRISCH: If I should just --	02:31:00
15	do you mind?	02:31:02
16	MS. OMEISH: Go ahead.	02:31:04
17	MR. FRISCH: So I haven't spoken	02:31:05
18	yet, and I fear that we're going to end	02:31:06
19	up at only having an hour for an -- so	02:31:08
20	far ten people want go backs. I don't	02:31:13
21	think that we can do two minutes each	02:31:16
22	in an hour. We just had three minutes	02:31:19
23	each and it took an hour and a half,	02:31:22
24	so --	02:31:30

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1 MS. MCLAUGHLIN: Mr. Frisch, this 02:31:30
2 is Megan McLaughlin. May I suggest a 02:31:32
3 variation on your concern, if I may? 02:31:34

4 MR. FRISCH: Yeah. 02:31:38

5 MS. MCLAUGHLIN: So part of the 02:31:39
6 reason it takes up so much time is 02:31:40
7 because we ask questions, and staff 02:31:41
8 responds, and that is what chews up 02:31:43
9 time. If we have our go backs at two 02:31:44
10 minutes and board members can choose to 02:31:47
11 ask staff within their two minutes or 02:31:49
12 we just get two minutes to share with 02:31:52
13 each other where we are right now. 02:31:54

14 MR. FRISCH: Meaning it would be 02:31:56
15 total, not just your own time. 02:31:57

16 MS. MCLAUGHLIN: Yes. 02:32:02

17 MS. OMEISH: (Inaudible) as well. 02:32:03
18 Staff will be limited, but here is what 02:32:03
19 we can do. 02:32:05

20 MR. FRISCH: Ms. Omeish, what 02:32:07
21 Ms. McLaughlin is saying is that, you 02:32:09
22 know, if we each had two minutes total, 02:32:12
23 total meaning like answer my questions 02:32:16
24 in that two minutes as well. But 02:32:18

1 that's it. Then that way, if we want 02:32:20
2 to use that time for speaking, or 02:32:22
3 asking questions, we'd actually get 02:32:25
4 more time that way. I like that, 02:32:27
5 frankly. 02:32:29

6 MS. MCLAUGHLIN: Yeah. Thank 02:32:32
7 you. 02:32:34

8 MS. OMEISH: (Inaudible).

9 MR. FRISCH: Before we get down 02:32:35
10 the road of everybody turning on their 02:32:36
11 mics to talk, Ms. Omeish, do you want 02:32:37
12 to do a poll for us? 02:32:39

13 MS. OMEISH: Yeah. I was going 02:32:42
14 to say maybe we -- let's separate this. 02:32:42
15 Because I think 2 minutes you'll you're 02:32:45
16 barely saying anything if staff have to 02:32:47
17 respond. Just a thought. 02:32:48

18 Let's first ask if folks are 02:32:50
19 willing to extend, and then we can ask 02:32:52
20 about the time. Okay? So let's start, 02:32:54
21 vote number one, please put your hand 02:32:56
22 down if it's up. Option A is to stay 02:32:58
23 on time right now, and we're going to 02:33:02
24 fit the time it's going to require, 02:33:04

1 which this is probably 45 seconds. 02:33:05

2 Option B is to extend, and 02:33:07

3 we determine what that is. So if you 02:33:10

4 are in favor of Option A to stay where 02:33:14

5 we're going to end at 5:15 with 45 02:33:16

6 second go backs, raise your hand. Okay 02:33:19

7 so that is five. Please lower your 02:33:29

8 hands. 02:33:36

9 If you're in favor of B, to 02:33:39

10 extend, for an undetermined amount. 02:33:40

11 MS. MCLAUGHLIN: No, no. Until 02:33:46

12 5:45. We're extending until 5:45 as 02:33:47

13 the option. 02:33:54

14 MS. OMEISH: You suggested 02:33:54

15 different time options, so if this 02:33:56

16 passes, we're going to decide between 02:33:59

17 those options. 02:34:03

18 MS. MCLAUGHLIN: No. 02:34:05

19 Ms. Omeish, it was two 02:34:05

20 different end times. One was 5:15, one 02:34:07

21 was 5:45. How we then spend the time 02:34:09

22 is the second vote. This is supposed 02:34:11

23 to be ended at 5:45. A lot of us 02:34:13

24 having public meetings or doctors 02:34:15

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1 appointments. 02:34:17

2 MS. OMEISH: Yeah. 02:34:18

3 So based on your suggestion, 02:34:18

4 I left it indeterminate and we'll vote 02:34:21

5 on that part after this, as to whether 02:34:22

6 it's -- 02:34:26

7 MS. MCLAUGHLIN: My suggestion 02:34:26

8 fits within 5:45. It fits within 5:45. 02:34:27

9 MR. FRISCH: We can talk about 02:34:31

10 this aspect of it until 5:45, if we 02:34:32

11 want. 02:34:35

12 MS. OMEISH: Based on the hands, 02:34:36

13 we actually have to stay until 5:15, it 02:34:37

14 seems. We have only three hands up 02:34:42

15 right now, and I saw four. I think, so 02:34:43

16 the majority has. 02:34:46

17 MS. MCLAUGHLIN: Ms. Omeish, I 02:34:48

18 was talking to you rather getting 02:34:49

19 clarity. If I'm voting for the other 02:34:50

20 one -- is anybody else voting one way 02:34:52

21 or the other? 02:34:55

22 MS. OMEISH: So either way, folks 02:34:57

23 are voting right now and the majority 02:34:59

24 are at 5:15, so I. 02:35:01

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1 MS. KEYS-GAMARRA: Point of 02:35:05
2 clarification, I was waiting for the 02:35:05
3 two minute overall to vote on. Because 02:35:08
4 that's the reason I haven't voted, 02:35:13
5 so -- 02:35:15

6 MS. OMEISH: Okay. We'll do it 02:35:15
7 over. Everybody lower your hands. We 02:35:17
8 got to do this quickly because 02:35:18
9 otherwise, it defeats the purpose. We 02:35:19
10 have Option A, we're going to stay on 02:35:21
11 time at 5:15 at 45 seconds per member. 02:35:23
12 We have Option B, at this point it's 90 02:35:25
13 questions and we're going to end at 02:35:28
14 5:45. Option A, if you're in favor of 02:35:31
15 ending at 5:15 with 45 seconds, please 02:35:36
16 raise your hand. 02:35:42

17 All right. That is the 02:35:45
18 majority, so we're going to be 45 02:35:48
19 second go backs with -- ending at 5:15 02:35:50
20 hopefully. So clerks, please take note 02:35:55
21 and we'll limit staff to the same time. 02:35:58
22 So with that, we'll -- Mr. Frisch, I 02:36:00
23 believe you're off for your first -- 02:36:03
24 yeah. Go ahead. 02:36:05

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1 MR. FRISCH: Okay. 02:36:08

2 We'll just jump right in. I 02:36:10

3 have a very macro question to kind of 02:36:11

4 get us going, and I'd be interested 02:36:14

5 hearing from anybody on staff, Marty 02:36:16

6 or -- I'm sorry. Mr. Smith or Dr. 02:36:18

7 Brabrand, or whoever would like to 02:36:19

8 respond. 02:36:22

9 During this long process, 02:36:24

10 I'm curious what you might have learned 02:36:25

11 that you would maybe do differently as 02:36:27

12 a result of what's happened, and you 02:36:30

13 know, what you might do differently if 02:36:33

14 you had an opportunity do this all over 02:36:35

15 again. 02:36:42

16 DR. BRABRAND: Wow. Forty-five 02:36:43

17 seconds for that response? 02:36:45

18 MR. FRISCH: There's ten. 02:36:49

19 DR. BRABRAND: I wanted things to 02:36:57

20 focus on equity. I would have liked 02:36:58

21 more time, time for the board, time 02:37:00

22 with the community, and we're out of 02:37:02

23 time to effect the admissions process 02:37:06

24 for this year. We need to come up with 02:37:09

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1 something that's better, that is more 02:37:10
2 equitable, and that's what we brought 02:37:13
3 you today, more time, and time without 02:37:14
4 COVID, which we didn't have the luxury 02:37:18
5 of this hit. The admissions data hit 02:37:20
6 right as COVID hit. More time. 02:37:23

7 MR. FRISCH: Mr. Smith? 02:37:27

8 MR. SMITH: Yeah, I would say 02:37:30
9 outreach to the board sooner as part of 02:37:31
10 the process, and more opportunities for 02:37:34
11 engagement with our stakeholders, and 02:37:37
12 certainly we'll use some of this -- a 02:37:41
13 lot of these lessons learned, as we 02:37:43
14 think about making improvements and 02:37:44
15 enhancements in the future. 02:37:47

16 MR. FRISCH: Anybody else want to 02:37:51
17 chime in? All right. 02:37:58

18 I ask that question because 02:38:01
19 I -- you know -- as difficult as it is, 02:38:03
20 every day is an opportunity to do 02:38:05
21 something differently, and do it 02:38:07
22 something the way we want to do it. 02:38:08
23 Right? So as I think about this, you 02:38:12
24 know, one of the things that concerns 02:38:14

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1	we, I think Dr. Brabrand, you said we	02:38:18
2	don't want anybody having this mental	02:38:20
3	thinking I'm not welcome there. As we	02:38:22
4	think about how do we get people to	02:38:27
5	open that door partway, so we can meet	02:38:29
6	them and invite them into the	02:38:30
7	application process, I'm concerned	02:38:32
8	about a two tiered process engagement	02:38:35
9	even if we're saying, you know, that	02:38:38
10	students doesn't know where group	02:38:42
11	they're in, you're going to have -- and	02:38:43
12	I think our principal indicated this is	02:38:49
13	going to happen regardless, but your	02:38:51
14	going to have a population of people	02:38:53
15	who are seen as not being as deserving	02:38:57
16	to be there, and I'd be interested in	02:38:59
17	digging a little bit deeper on that	02:39:03
18	front, and what can be done if that is	02:39:05
19	the option that goes forward to	02:39:09
20	minimize that. Because it's not a	02:39:10
21	matter of people knowing whether --	02:39:12
22	which side of the ledger they're on.	02:39:15
23	There's going to be -- people are going	02:39:17
24	to know there's a line to be on a side	02:39:20

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1 of. And how do we combat that? 02:39:22

2 DR. BRABRAND: I don't know where 02:39:26

3 we are in seconds, it is school 02:39:28

4 leadership, and what I think was Dr. 02:39:30

5 Bona said, that's powerful, everyone 02:39:32

6 with no tiers right now, our students 02:39:35

7 still do it. Students say, how did you 02:39:39

8 get here? How -- how did you get in? 02:39:40

9 So I think that is part of the culture 02:39:43

10 of working with students and staff to 02:39:46

11 really talk about the kind of 02:39:50

12 environment and care and culture that 02:39:52

13 we have and can even enhance at TJ. 02:39:54

14 MR. SMITH: And I would just add 02:40:00

15 that we go out to the students, we ask 02:40:02

16 the students how we do this. You know, 02:40:03

17 as we think about staff, we think about 02:40:06

18 principals and teachers, and we very 02:40:09

19 clearly have to engage with students 02:40:11

20 and talk about this to get a better 02:40:12

21 handle on it. 02:40:16

22 MR. FRISCH: I know that's not my 02:40:19

23 time. This is my first round. I was 02:40:20

24 just being text to find out if this was 02:40:22

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1 my first round. 02:40:24

2 MS. OMEISH: No, no. That wasn't 02:40:24

3 for you. That was for staff. 02:40:25

4 MR. FRISCH: I'm sorry. I 02:40:27

5 apologize for not responding sooner. 02:40:29

6 On the recruitment front, 02:40:31

7 you know, this is still something that 02:40:33

8 concerns me a great deal. I want to be 02:40:36

9 clear that when we talk about iterating 02:40:39

10 out all of the different things we're 02:40:41

11 going to do to amp up our recruitment 02:40:43

12 efforts, recruitment being to the 02:40:46

13 application process, we're going to be 02:40:48

14 following the best practices, not just 02:40:51

15 checking a box off the many lists of 02:40:53

16 things we're going to be doing. 02:40:55

17 So for example, sending 02:40:57

18 recruitment e-mails and letters to all 02:40:59

19 eligible students, are we going to be 02:41:01

20 designing these mailers -- first of 02:41:03

21 all, is that an either or, or is that a 02:41:05

22 yes/and. 02:41:07

23 MR. SMITH: That's a yes/and. 02:41:10

24 MR. FRISCH: Are we were going to 02:41:11

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1 be designing these mailers physical 02:41:13
2 mailers to cut through the clutter, or 02:41:15
3 is it going to look like a letter from 02:41:18
4 FCPS, a nondescript envelope that looks 02:41:23
5 like anything else they get from FCPS? 02:41:27

6 MR. SMITH: It would very clearly 02:41:33
7 look like something from TJ office of 02:41:34
8 admissions inviting you into the 02:41:37
9 process. I'm not saying -- 02:41:39

10 MR. FRISCH: Because if you're a 02:41:43
11 parent whose never heard of TJ, why 02:41:43
12 would you open that envelope? So what 02:41:47
13 I'm getting at is we need to think 02:41:51
14 about each one of the these elements, 02:41:53
15 and I'm very appreciative of the 02:41:54
16 thought that's gone into how we're 02:41:55
17 going to turn up the application 02:41:57
18 process, but we need to take each one 02:41:59
19 of these nuggets in isolation and 02:42:01
20 think, what is actually the thing that 02:42:02
21 is going to get us in front of the 02:42:04
22 eyeballs that we need to get in front 02:42:06
23 of in the way that the impactful verses 02:42:08
24 it's just a mailer. 02:42:11

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1 I guess that is my time now, 02:42:14

2 right? 02:42:17

3 MS. OMEISH: Yes, that one is. 02:42:17

4 DR. BRABRAND: And Mr. Frisch, 02:42:19

5 one of my answers to Ms. Keys-Gamarra 02:42:20

6 that is absolutely something I would 02:42:23

7 put in front of our chief equity 02:42:25

8 officer, Dr. Williams to really talk 02:42:26

9 about. Because you're talking about 02:42:29

10 even if first outreach is its own 02:42:31

11 message, right even how it comes is the 02:42:36

12 first signal as to whether you should 02:42:38

13 apply, or this is not important. Keep 02:42:39

14 going. So we bring our equity team, we 02:42:43

15 weed in all of our stakeholders, MSAOC. 02:42:46

16 MR. SMITH: Communications. 02:42:50

17 DR. BRABRAND: Culturally 02:42:52

18 responsive team to really say, let's 02:42:53

19 really make sure we do the outreach 02:42:55

20 with the full equity lense, and I think 02:42:57

21 Mr. Smith already has a meeting with 02:42:59

22 Dr. Williams set up to do this very 02:43:01

23 thing. 02:43:06

24 MR. FRISCH: Well, I ended at the 02:43:06

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1 end of my sentence when the bell went, 02:43:08

2 so I don't get to muscle one more. 02:43:10

3 MS. OMEISH: Yeah. You can have 02:43:12

4 a go back later. 02:43:13

5 MR. FRISCH: Continued. Thank 02:43:14

6 you. 02:43:16

7 MS. OMEISH: Okay 45 seconds, 02:43:17

8 we'll start with Ms. McLaughlin. 02:43:18

9 MS. MCLAUGHLIN: Okay. 02:43:28

10 You can get started. Real 02:43:29

11 quick Dr. Brabrand, I appreciate what 02:43:32

12 you said about time. Respectfully, as 02:43:34

13 you know, I feel like you put this on 02:43:36

14 us. The state didn't require us to do 02:43:39

15 this amount before its filing in 02:43:41

16 October. You told us we had to pretty 02:43:42

17 much dismantle the way we do TJ 02:43:45

18 admissions and reconstruct it again. I 02:43:47

19 don't think it's responsible. I think 02:43:49

20 the board is now having to come in with 02:43:51

21 stakeholders and having to fix a lot of 02:43:53

22 changes that are too many in one year. 02:43:57

23 They're not provided by how we do best 02:43:59

24 practices at elite universities, and 02:44:02

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1	I'm sorry I'm sitting here on 45	02:44:04
2	seconds trying to set this up. I	02:44:06
3	appreciate your dedication, Dr.	02:44:09
4	Brabrand, but very disappointed that	02:44:11
5	you and your team put us in this	02:44:14
6	situation. I don't think we should've	02:44:17
7	had to be here, and I look forward to	02:44:18
8	solving it with the board.	02:44:20
9	MS. OMEISH: Ms. Keys-Gamarra.	02:44:26
10	MS. KEYS-GAMARRA: I'm going to	02:44:27
11	use my time to ask the principal from	02:44:28
12	TJ to give us her comments on these	02:44:31
13	teacher recommendations. Is she	02:44:33
14	available?	02:44:43
15	DR. BRABRAND: Ann, do you want	02:44:44
16	to speak to that?	02:44:46
17	DR. BONITATIBUS: Sure.	02:44:48
18	If I can go back and just	02:44:49
19	add onto my comments about teacher	02:44:51
20	recommendations.	02:44:53
21	MS. KEYS-GAMARRA: Yeah. I mean,	02:44:54
22	I am of the opinion that it can be	02:44:57
23	problematic in a number of ways, and I	02:45:00
24	think we heard from a number of our	02:45:02

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1 board members who want to see that 02:45:04
2 reinstated, and I wanted to get your 02:45:06
3 full comments on that. 02:45:09

4 DR. BONITATIBUS: Sure. 02:45:12

5 I think we need to recognize 02:45:13
6 that there are inherent biases to any 02:45:14
7 kind of admissions process. We need to 02:45:16
8 vacate that to the greatest degree 02:45:19
9 possible. If there's a sentiment on 02:45:21
10 behalf the board of reinstating teacher 02:45:24
11 recommendations, I would -- I would 02:45:27
12 actually appeal to the board to think 02:45:30
13 about what we mean when we say 02:45:31
14 recommendations. It goes back to my 02:45:34
15 earlier comments some narratives and 02:45:36
16 perceptions and mythologies about a 02:45:40
17 student having to be at one level to 02:45:43
18 be, quote, ready for TJ, verses being 02:45:46
19 at a level that -- that is ready for 02:45:50
20 growth, and so some of the teacher 02:45:53
21 recommendations sometimes are saying 02:45:55
22 that a teacher is able to get a child 02:45:58
23 ready for TJ. No middle schoolteacher 02:46:01
24 can say if a child is ready for TJ. 02:46:03

1 What is teacher can say and talk to, is 02:46:06
2 a child's potential for growth, their 02:46:11
3 love for STEM, and what they are as a 02:46:13
4 learner. And potentially maybe we use 02:46:16
5 some of these recommendations and to go 02:46:19
6 to a board member's earlier point, they 02:46:23
7 can be used to help identify students 02:46:27
8 for other various special programs 02:46:31
9 around FCPS. 02:46:33
10 MS. OMEISH: Sorry. Ms. 02:46:38
11 Keys-Gamarra. Just a reminder, folks 02:46:39
12 who aren't speaking, please mute 02:46:40
13 yourselves. There are a couple of 02:46:41
14 people with feedback. Go ahead, Ms. 02:46:42
15 Keys-Gamarra. 02:46:46
16 MS. KEYS-GAMARRA: So as a next 02:46:46
17 step, I think we need to take a deeper 02:46:47
18 dive too that because I don't want us 02:46:49
19 to shoot ourselves in the foot trying 02:46:51
20 to figure out where we've been. We've 02:46:54
21 done that for twenty years, and it 02:46:58
22 hasn't been very productive. I also 02:46:59
23 just want to agree with Mr. Smith. I 02:47:02
24 think it was Mr. Smith that was talking 02:47:06

1 about how students feel about applying. 02:47:09
2 I can tell you anecdotally my sons were 02:47:11
3 recommended to want to go to TJ and 02:47:14
4 given the reputation it has for 02:47:17
5 isolating students of color, they 02:47:20
6 simply did not want to go. And so we 02:47:21
7 do need to get more definitive 02:47:24
8 information, but we also need to 02:47:27
9 realize there's a whole culture we need 02:47:28
10 to change. That's part of the reason 02:47:30
11 we need to make significant changes 02:47:33
12 rather than small checking the boxes. 02:47:35
13 I don't mean to say that. I'm ready to 02:47:39
14 take this head on, so thank you. 02:47:42
15 MS. OMEISH: Dr. Anderson. 02:47:46
16 DR. ANDERSON: Thank you. Very 02:47:49
17 quick. We've talked a lot about 02:47:50
18 expanding opportunity, and I think we 02:47:52
19 need to just stick to that -- stick to 02:47:55
20 that talking point. Let's expand 02:47:57
21 opportunity, let's not cloud it with 02:47:59
22 additional teacher recommendations 02:48:01
23 which don't speak to student readiness. 02:48:02
24 It's just yet another obstacle that has 02:48:05

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1	bias that we have been struggling with	02:48:07
2	for so long. Let's go ahead and focus	02:48:10
3	on the merit lottery, which has been	02:48:14
4	used successfully in many, many top	02:48:16
5	high schools. Let's go ahead and have	02:48:18
6	the pathway be based by school, or by	02:48:20
7	pyramid because we want to expand	02:48:24
8	opportunity. Let's continue to work.	02:48:27
9	Yes, we have pipeline work to do. We	02:48:30
10	have recruitment to do. But I believe	02:48:32
11	this work that's before us right now,	02:48:35
12	it's way overdue. The timing honestly,	02:48:37
13	for me, is never going to be right.	02:48:40
14	But it's already overdue, so I'm fine	02:48:42
15	with handling it in this moment.	02:48:44
16	MS. OMEISH: Thank you.	02:48:46
17	Ms. Cohen?	02:48:48
18	MS. COHEN: I -- I just -- I just	02:48:55
19	have to say if we're arguing that	02:48:58
20	teacher recs have implicit bias, we	02:49:01
21	have a much bigger problem than TJ.	02:49:04
22	Because we use teacher recommendations	02:49:07
23	for Level 4 AP, we use teacher	02:49:09
24	recommendations for scholarships, we	02:49:11

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1 use them for college applications, we 02:49:13
2 use them for all kind of things, so I'm 02:49:16
3 deeply concerned if we think we have a 02:49:18
4 big issue with teachers have implicit 02:49:21
5 bias, that speaks to me a need to come 02:49:24
6 back and talk to our teachers about how 02:49:27
7 to remedy that and how to structure a 02:49:30
8 recommendation process or letter for TJ 02:49:33
9 that works to remove that and gives 02:49:38
10 exactly what Dr. Bona said about 02:49:40
11 raising a love for STEM. I'm really 02:49:43
12 have trouble with this piece of it and 02:49:45
13 the response to it. 02:49:47

14 MS. OMEISH: Were you looking for 02:49:49
15 a response, Ms. Cohen? 02:49:51

16 MS. COHEN: I recognize that was 02:49:55
17 more than 45 second pontification, so 02:49:56
18 if people want to, they're more than 02:49:59
19 welcomed to. 02:50:05

20 MS. OMEISH: All right. 02:50:05

21 Ms. Tholen? 02:50:10

22 MS. THOLEN: Thank you, Ms. Cohen 02:50:10
23 for that pontification. You saved me a 02:50:11
24 few seconds. I agree with you 02:50:13

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1	wholeheartedly. A couple of other	02:50:15
2	quick questions I'll just throw in, I	02:50:18
3	put into the next steps I'm curious how	02:50:20
4	any new process that we're implementing	02:50:24
5	now will impact our sophomore transfer	02:50:26
6	process, so that will be something I'd	02:50:29
7	like to get some information on because	02:50:31
8	that whole set of students to look at	02:50:34
9	as well -- I want to, again, say that	02:50:35
10	probably implementing this will impact	02:50:42
11	our base high schools, a couple of our	02:50:45
12	more crowded high schools in	02:50:47
13	particular. So we also need to be	02:50:48
14	cognizant of the types of advanced	02:50:52
15	science and math those schools are	02:50:54
16	going to need to offer, and we should	02:50:56
17	be offering probably (inaudible). I	02:50:58
18	just want to know if the application	02:51:02
19	process timeline might be, so I think	02:51:04
20	we need to get that out ASAP. Thank	02:51:07
21	you.	02:51:09
22	MS. OMEISH: If staff wants to	02:51:11
23	address the timeline question --	02:51:11
24	DR. BRABRAND: Mr. Smith?	02:51:20

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1 MR. SMITH: I was going to ask 02:51:23
2 Jeremy to talk about that. We talked 02:51:24
3 about the certain things that have to 02:51:26
4 happen at certain intervals, so -- 02:51:28
5 MR. SHUGHART: So timeline -- in 02:51:35
6 terms of timeline perspective, we have 02:51:36
7 to consider how long each of these 02:51:40
8 elements are going to last. And that's 02:51:43
9 part of the reason why the timeline has 02:51:46
10 been put forward is there. We know 02:51:48
11 we're looking to see the class 02:51:51
12 depending upon how late you want to be 02:51:53
13 able to seat the class for next fall 02:51:55
14 will be dependent upon how late we can 02:51:57
15 start. In addition to whether or not 02:52:00
16 we're adding elements to the current 02:52:03
17 processes that were processed, how long 02:52:05
18 of an application window, when they 02:52:09
19 complete each of these things, if 02:52:11
20 teacher recommendations are included, 02:52:12
21 how long do we allow teachers to write 02:52:14
22 the recommendations? So each of these 02:52:17
23 elements add in time on top of the 02:52:19
24 length of time we're going to need -- 02:52:22

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1	I'm sorry. Let me just finish that	02:52:25
2	statement. How long we're going to	02:52:26
3	need to do an evaluation, which in	02:52:28
4	previous years was probably about a	02:52:31
5	1000 to 1500 students to now what maybe	02:52:34
6	an excess of 3000 to 4000 and maybe	02:52:38
7	even beyond that students in an	02:52:40
8	application cycle. Each of those	02:52:43
9	elements have to be considered.	02:52:45
10	MS. OMEISH: Thank you.	02:52:47
11	Ms. Corbett Sanders?	02:52:47
12	MS. CORBETT SANDERS: Yes, thank	02:52:52
13	you. Real quick. This is -- neither	02:52:53
14	one of these approaches is an in	02:52:55
15	incremental change. Both are a	02:52:57
16	dramatic overhaul in the approach to	02:52:58
17	how we're looking for admissions to TJ.	02:53:00
18	I just want to make that clear. I do	02:53:02
19	think that a measured -- not a	02:53:04
20	measured, but an approach that focuses	02:53:07
21	on school by school in region is a	02:53:10
22	great movement. I do want to very	02:53:14
23	quickly say on recommendations, why do	02:53:17
24	we limit recommendations to just	02:53:20

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1 teachers? There are some students who 02:53:22
2 may have incredible relationships with 02:53:26
3 people who understand their thirst for 02:53:28
4 knowledge, thirst for science, 02:53:30
5 experiences that may not be a teacher 02:53:32
6 in their school. For example, it maybe 02:53:34
7 a mentor in the community who is a 02:53:36
8 doctor or a scientist or engineer. So 02:53:38
9 I just would say that if we're looking 02:53:41
10 at recommendations, expand it beyond. 02:53:43
11 MS. OMEISH: Ms. Pekarsky? 02:53:48
12 MS. PEKARSKY: Yeah. Thank you. 02:53:51
13 Going back to what Mr. 02:53:52
14 Frisch said about notification to 02:53:54
15 students at TJ and this option, you 02:53:56
16 know, for students to see themselves as 02:54:00
17 a future TJ student, that doesn't, you 02:54:04
18 know, that doesn't start in the eighth 02:54:07
19 grade or in seventh grade, that starts 02:54:08
20 well before that and understanding that 02:54:11
21 this opportunity is there for them, and 02:54:14
22 that this is a passion they can 02:54:16
23 cultivate, and that is an option for 02:54:18
24 them. So hopefully, you know, we'll 02:54:19

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1 begin some of that work well before the 02:54:22
2 students are in eighth grade. I would 02:54:24
3 like to say that the teacher 02:54:26
4 recommendations are a data point, an 02:54:28
5 opportunity for us to learn more about 02:54:31
6 students. It can be very regulated. 02:54:34
7 It can be a rubric, but can provide 02:54:38
8 valuable information. Thank you. 02:54:40
9 MS. OMEISH: Ms. Diana Kaufax. 02:54:44
10 MS. DERENAK KAUFAX: Sorry. 02:54:51
11 Waiting for my video. All right. I 02:54:54
12 had stated what I said before, that TJ 02:55:01
13 just as my colleague said, he data 02:55:05
14 point about teachers. TJ is but one 02:55:08
15 data point. There's so many systemic 02:55:10
16 issues that need to be addressed, and I 02:55:13
17 feel there's been a little bit of a 02:55:16
18 lack of public engagement on this 02:55:17
19 topic, no public hearing. I feel we're 02:55:19
20 a little torn. We're going to be 02:55:22
21 needing to make a decision based upon 02:55:24
22 time as of next week, so I maybe 02:55:30
23 talking to my colleagues about making 02:55:32
24 this opportunity a pilot this year, and 02:55:35

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1 then deciding to look at it again, 02:55:38
2 because we know there will be also 02:55:40
3 recommendations coming from the state. 02:55:42
4 So I have to think about that if I'm 02:55:44
5 going do that. But I will engage in 02:55:46
6 conversations because I think it's 02:55:47
7 important that we get this right. 02:55:49

8 MS. OMEISH: Ms. Sizemore Heizer? 02:55:55

9 MS. SIZEMORE HEIZER: Thank you. 02:55:59

10 So I agree with what my 02:56:01
11 colleague, Ms. Derenak Kaufax just 02:56:02
12 said, and Ms. Corbett Sanders. These 02:56:04
13 are major changes we're making. And I 02:56:06
14 want to flag that we're removing the 02:56:08
15 test, we have removed the test, rebuilt 02:56:10
16 pathways, whether it's minimum or 02:56:12
17 maximum, those are huge changes plus 02:56:13
18 the student experience factors. These 02:56:16
19 are major changes. I think we need to 02:56:18
20 see what these changes are doing before 02:56:20
21 stating these aren't sort of big 02:56:22
22 changes. The lack of a test can actual 02:56:23
23 be negative for students with 02:56:25
24 disabilities, as I pointed out issues 02:56:27

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1	in the problem solving essay and IEPs	02:56:29
2	weren't developed with the notion of	02:56:31
3	students with disabilities need on the	02:56:33
4	essay, so I'm not sure that's fully	02:56:34
5	appropriate or sufficient. So you	02:56:36
6	know, I think these are major changes	02:56:38
7	we're taking in. I think we need to do	02:56:40
8	it intentionally, which I think	02:56:42
9	holistic review gets us to. I am very	02:56:43
10	concerned when I have seen the other	02:56:46
11	schools with lotteries and the	02:56:47
12	retention issues. You know, I'm very	02:56:48
13	focused on students success at TJ, not	02:56:50
14	just admissions to TJ. That's the	02:56:52
15	overall goal. And I think we need to	02:56:54
16	(inaudible) rhetoric that create a lot	02:56:58
17	of divide in TJ. And I think moving	02:57:01
18	forward in the system, we need to be	02:57:03
19	intentional about healing that. Thank	02:57:04
20	you.	02:57:05
21	MS. OMEISH: Thank you. All	02:57:05
22	right Ms. Meren?	02:57:07
23	MS. MEREN: Thank you. Yeah. I	02:57:11
24	agree wholeheartedly as Dr. Anderson	02:57:12

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1 put it about, you know, if we're going 02:57:14
2 to try, let's try it. The work is now. 02:57:17
3 Rashad and Ms. Sizemore Heizer said it, 02:57:20
4 these are big changes, I agree. I 02:57:23
5 think earlier I misspoke when I was 02:57:25
6 saying this is like other schools where 02:57:28
7 their selection of division, what I was 02:57:30
8 trying to get at was, other schools use 02:57:32
9 lotteries. And I know it's different 02:57:34
10 with TJ, but I do think the sentiment 02:57:35
11 I've heard some of the colleagues say 02:57:38
12 is let's try something, and we have a 02:57:40
13 lot of really hard thinking that's gone 02:57:42
14 into this. And we certainly can adjust 02:57:44
15 things, but it is time to do it, and I 02:57:46
16 think the board can make a difference. 02:57:48
17 MS. OMEISH: Thank you. 02:57:54
18 Mr. Frisch. 02:57:54
19 MR. FRISCH: Thanks. So I would 02:57:59
20 like to get back to the questioning 02:58:01
21 about -- and I've already lost 15 02:58:05
22 seconds -- about the process we were 02:58:06
23 gying to be reaching out to folks 02:58:09
24 with, what assurances can we give the 02:58:10

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1	community that it's going to be more	02:58:13
2	than what's listed on the page when we	02:58:15
3	think about this. We're going to	02:58:17
4	incorporate the best practices of the	02:58:18
5	discipline of finding people and	02:58:20
6	seeking people out for admissions,	02:58:22
7	beyond just a letter, beyond just an	02:58:24
8	e-mail, beyond just basic outreach.	02:58:28
9	How are we going to amp it up more than	02:58:31
10	what's written on the page?	02:58:33
11	MR. SMITH: So I think it's	02:58:38
12	engaging with -- as -- as I said	02:58:39
13	earlier, our stakeholders to find out	02:58:42
14	which ways they would best like to be	02:58:43
15	communicated with. Of course, working	02:58:46
16	with our communications team and	02:58:48
17	working with our equity team to try to	02:58:50
18	figure out the best way to provide new	02:58:53
19	information for students and families	02:58:56
20	that just isn't the same old letter	02:58:57
21	from Fairfax. So -- and that's what I	02:59:00
22	have right now. I don't have all the	02:59:04
23	answers to that to that question, but I	02:59:05
24	can tell you based on the questions	02:59:07

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1 that are being asked, it will not be 02:59:09
2 just the same old, same old. 02:59:12

3 MR. FRISCH: I mean, it's -- 02:59:14
4 given this is potentially the first 02:59:15
5 year it happens, it might be worth 02:59:17
6 doing some testing as we roll this out, 02:59:19
7 to see what types of outreach, and what 02:59:22
8 shape of outreach within those types, 02:59:25
9 perform best in terms of the responses. 02:59:28

10 Right, question mark? 02:59:35

11 MR. SMITH: I was just looking at 02:59:38
12 the time. But no, certainly. We 02:59:39
13 can -- I think it's really thinking 02:59:41
14 about what goes through the mind of an 02:59:43
15 eighth grader and an eighth grader's 02:59:45
16 parents to help engage that better in 02:59:47
17 the process. So we can certainly do 02:59:49
18 some of that work. 02:59:51

19 MS. OMEISH: Great. I am last so 02:59:54
20 here I begin. 02:59:56

21 Does anything preclude us 02:59:58
22 from doing the outreach like we do with 02:59:59
23 AP, to screen gifted students? Meaning 03:00:02
24 that universal screening with local 03:00:04

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1 testing in base schools? 03:00:06

2 MR. SMITH: Timing wise, yes, for 03:00:13

3 this year. And I think that there are 03:00:15

4 certainly options we can look at in the 03:00:18

5 future as we think about just overall 03:00:22

6 kinds of approaches to using an 03:00:25

7 instrument that isn't solely focused on 03:00:28

8 TJ, but might be focused on giving us 03:00:31

9 information about students and 03:00:34

10 student's potential in a variety of 03:00:36

11 different areas. 03:00:39

12 MS. OMEISH: Okay. Yeah. Seeing 03:00:40

13 that this universal screening piece for 03:00:41

14 the future is not reflected as well as 03:00:43

15 the threshold by school, rather than by 03:00:46

16 region, localizing outreach haven't 03:00:48

17 been reflected, I just want to remind 03:00:51

18 any colleagues that I do have two 03:00:52

19 motions ready for the 17th. I have 03:00:54

20 shared these with you guys. I'm 03:00:56

21 looking forward to hearing your 03:00:57

22 thinking around it, and answering my 03:00:59

23 questions about whether we can support. 03:01:01

24 I know I heard quite a number of folks 03:01:03

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1 today who expressed support or thoughts 03:01:05
2 in that direction, and I hope I can 03:01:08
3 have your support on the 17th. 03:01:09

4 With that, that does 03:01:11
5 conclude this portion of our meeting, 03:01:14
6 if everyone can look at the next steps, 03:01:16
7 we're going to be doing this in the way 03:01:18
8 we have done before where if there are 03:01:20
9 no objections by staff or colleagues, 03:01:23
10 we will move forward with the next 03:01:28
11 step. 03:01:30

12 So if folks can take a look 03:01:30
13 at the document and anyone who has any 03:01:31
14 objections to anything -- Dr. Brabrand, 03:01:36
15 please go ahead. 03:01:38

16 DR. BRABRAND: No. I'm just 03:01:39
17 looking -- is it going to be posted or 03:01:40
18 should I just go into the Google 03:01:41
19 document myself like board members do? 03:01:43

20 MALE SPEAKER: Just go into the 03:01:45
21 Google Doc. 03:01:46

22 DR. BRABRAND: Okay. Thank you. 03:01:47

23 MR. FRISCH: Just to remind 03:01:48
24 people that it's set up the way we used 03:01:49

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1 most recently, so you should enter you 03:01:51
2 own next steps. And in the column with 03:01:54
3 your name, you should register your 03:01:57
4 approval or your support or opposition 03:01:59
5 to the next step. So that we're 03:02:01
6 registering our opinions that way 03:02:03
7 rather than doing it one by one by one. 03:02:05

8 DR. BRABRAND: And what I would 03:02:09
9 say I would just like to thank the 03:02:10
10 board and the TJ team that spent time 03:02:12
11 putting all this information together 03:02:15
12 today for the discussion. I really do 03:02:17
13 appreciate all their hard work and -- 03:02:20
14 and then we'll listen now and reflect 03:02:25
15 on the next steps you have presented. 03:02:29
16 Thank you. 03:02:31

17 MR. SMITH: And Dr. Brabrand, I 03:02:32
18 failed to mention folks in my office, 03:02:33
19 my direct office, Julie Fowler and 03:02:35
20 Tracy Skian(ph), who have been 03:02:38
21 instrumental in this process as well, 03:02:39
22 along with all those others that I 03:02:41
23 shared at the beginning of my comments. 03:02:42

24 MS. OMEISH: Yeah. Thank you. 03:02:47

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1 Ms. McLaughlin, I see your hand before 03:02:48
2 we wrap up. Go ahead. 03:02:50

3 MS. MCLAUGHLIN: Yes, I thought 03:02:53
4 that I had read that we would have time 03:02:54
5 after this work session to one, make 03:02:57
6 sure we've got our next steps captured, 03:03:01
7 and two that we would rate that we're 03:03:03
8 greenlighting these next steps. I 03:03:07
9 didn't know we were sitting here doing 03:03:10
10 it now in what, the next five minutes? 03:03:12
11 So -- 03:03:16

12 MR. FRISCH: In the two e-mails 03:03:16
13 that went out about the meeting, it did 03:03:17
14 talk about how we would do next steps, 03:03:19
15 as we've previously done in the 03:03:21
16 meeting, which would be we'd enter our 03:03:22
17 next steps throughout the meeting or 03:03:24
18 within the 24 hours following the 03:03:26
19 meeting. 03:03:28

20 MS. MCLAUGHLIN: Correct. 03:03:29

21 MR. FRISCH: In the column next 03:03:29
22 to the next steps, we have an 03:03:30
23 opportunity to weigh in to -- 03:03:32

24 MS. MCLAUGHLIN: That's exactly 03:03:34

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1	right, Mr. Frisch. That's the clarity	03:03:36
2	I wanted. I read that we'd have up to	03:03:37
3	24 hours.	03:03:39
4	MR. FRISCH: Yes.	03:03:40
5	MS. MCLAUGHLIN: I'm getting the	03:03:41
6	impression we were doing it right now.	03:03:42
7	MR. FRISCH: You can do it right	03:03:44
8	now. That way you don't have to worry	03:03:45
9	about it.	03:03:47
10	MS. OMEISH: (Inaudible). Go	03:03:47
11	ahead.	03:03:50
12	MS. MCLAUGHLIN: I guess what I'm	03:03:51
13	trying to figure out is if people are	03:03:51
14	filling it out right now and someone	03:03:53
15	adds a next step, how will they know to	03:03:57
16	go back and --	03:03:59
17	MR. FRISCH: You can go back. I	03:04:01
18	would encourage people to check back.	03:04:03
19	MS. MCLAUGHLIN: Okay.	03:04:07
20	Thank you. That's just what	03:04:07
21	I wanted to check. Should we remind	03:04:09
22	everybody, even if they fill it out	03:04:11
23	now, they should check back in case	03:04:12
24	their colleagues have added anything?	03:04:14

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1	MR. FRISCH: Right.	03:04:16
2	MS. MCLAUGHLIN: Within that 24	03:04:16
3	hour window.	03:04:17
4	MR. FRISCH: Yes.	03:04:19
5	MS. MCLAUGHLIN: Wonderful.	03:04:20
6	Thank you.	03:04:22
7	MS. OMEISH: Ms. Sizemore Heizer?	03:04:25
8	MS. SIZEMORE HEIZER: Very	03:04:26
9	briefly. I would encourage our	03:04:26
10	colleagues since we're all so busy,	03:04:27
11	that if you do (inaudible).	03:04:29
12	MR. FRISCH: Uh, oh. The robots	03:04:33
13	have got her.	03:04:35
14	MS. OMEISH: Ms. Sizemore Heizer?	03:04:37
15	MS. SIZEMORE HEIZER: Can you	03:04:39
16	hear me?	03:04:39
17	MR. FRISCH: Yes.	03:04:40
18	MS. OMEISH: We totally missed	03:04:40
19	what you said though. You might want	03:04:42
20	to do it again. Go ahead.	03:04:48
21	MS. SIZEMORE HEIZER: All I was	03:04:50
22	saying briefly, if folks do add a next	03:04:51
23	step after tonight, it would be	03:04:54
24	helpful, at least to me, if someone	03:04:57

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1 could just send a text message or 03:05:00

2 e-mail, so we know there's a next step, 03:05:04

3 so we're not just constantly checking. 03:05:07

4 Just a suggestion. 03:05:10

5 MS. OMEISH: Okay. 03:05:12

6 I think are no more hands, 03:05:13

7 so with that, folks at 5:05, we'll be 03:05:15

8 adjourning this meeting. Thank you for 03:05:18

9 your participation. Have a good 03:05:21

10 afternoon -- evening. 03:05:24

11 DR. BRABRAND: Thank you. 03:05:26

12 MS. OMEISH: Thank you, Dr. 03:05:27

13 Brabrand. 03:05:28

14 DR. BRABRAND: Thank you, very 03:05:28

15 much. 03:05:30

16 MALE SPEAKER: Thank you. Thank 03:05:30

17 you, everyone. 03:05:32

18 FEEMALE SPEAKER: Thank you, 03:05:33

19 everyone. 03:05:34

20 - - -

21 (Whereupon, file ended.)

22 - - -

23

24

1 CERTIFICATE

2 I HEREBY CERTIFY that this transcript is a 03:05:35
3 true record of the content on the file provided to 03:05:37
4 me to the best of my ability. 03:05:43

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15 Maureen Cunningham Brzycki, 03:05:45

16 Dated: July 2, 03:05:48

17

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20 not apply to any reproduction of the same by any
21 means, unless under the direct control and/or
22 supervision of the certifying reporter.)

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